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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic skills, this curriculum guide for grade 4 deals with the how and why of traffic safety. Based on the introduction to highway safety rules and laws that students have mastered in grades K through 3, the program for grades 4 through 8 emphasizes decision making, using good judgment, taking the safest actions, and the importance of obeying rules and laws. Introductory material provided for the teacher includes instructions in using this program and an explanation of student evaluation methods. The three lessons on traffic safety, which are identical for grades 4, 5, and 6, cover the following subjects: the street as a hostile environment; decision making in the hostile street environment; and communication, predictability, and traffic safety in the hostile street environment. Then for the topics of bicycle, pedestrian, and passenger safety, each guide explores a different aspect; in grade 4 the lessons focus on the laws and rules for bicycle safety and pedestrian safety and on safety for car passengers. Each lesson contains a complete plan, incorporating objectives, key points, a list of needed materials, suggested activities, student assessment procedures, and additional resource materials. (ELG)

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ARIZONA
TRAFFIC SAFETY EDUCATION

ED159464

CE 018 050

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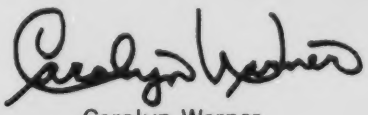
FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

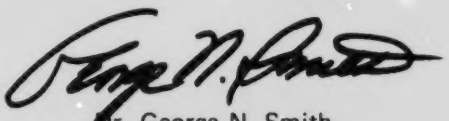
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

TO THE TEACHER:

The lessons contained in this curriculum do not deal specifically with learning rules and laws related to pedestrian, bicycle, and passenger safety. These lessons were developed on the premise that most students by the fourth grade have already gained this basic knowledge. This will be especially true as students are exposed to the K-3 lessons.

In the preliminary implementation of the 4-8 lessons, therefore, you may find it necessary to provide information on rules and laws before beginning the program.

In essence, the K-3 highway safety lessons teach WHAT a person should do in traffic situations. The 4-8 lessons teach the more complex HOW and WHY of highway safety. The HOW deals with making proper decisions, using good judgment, and taking the safest actions. The WHY deals with understanding the need for rules and laws and the importance of obeying them. Throughout the 4-8 lessons the understanding and responsibility of the individual highway user is emphasized.

Good luck, and our sincere appreciation to you for your genuine interest in the safety of your students.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	◯											
Bobby R.	(✓)												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

TRAFFIC SAFETY CONCEPTS – FOURTH THROUGH SIXTH GRADES

LESSON ONE

"THE STREET: A HOSTILE ENVIRONMENT"

OBJECTIVE ONE

Given a picture of a street environment, the student will *identify* traffic dangers and *describe* why the street is a hostile environment.

KEY POINTS

1. The street is a *hostile environment* because it is made for the operation of heavy, high-speed vehicles and people can, and *do*, get hurt there when they do the wrong things.

2. Some of the *dangers* which make the street a hostile environment are:

   a. heavy traffic

   b. fast traffic

   c. objects which block view or movement

   d. special vehicles (heavy trucks, emergency vehicles etc.)

   e. drivers breaking traffic laws

   f. turning cars

   g. backing cars

MATERIALS NEEDED

For each student make a ditto copy of "Dangers That Make The Street A Hostile Environment." (Optional for Activities 1, 2, 3)

Make ditto copies of the chart "Dangers In The Hostile Environment," one for every three students. For each three students, a pencil and heavy cardboard backing or clipboard for the chart. (Activities 2, 5)

Masking tape or chalk for setting up a simulated street corner. See "Directions For Setting Up A Simulated Street Corner," included with this lesson. (Activity 3)

Mural-size sheet of butcher paper, pencils, crayons or markers, construction paper, and straight pins. (Activity 4)

For each student make a ditto copy of the graph "Dangers In The Hostile Environment." (Activity 5)

For each student make a ditto copy of the "Assessment, Trafficville." (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. On the chalkboard, write "HOSTILE = DANGER!" Explain to students that the street is an *unfriendly* place. It is a *hostile environment* (place). This is because the street was made for high-speed activity of vehicles (cars, trucks, motorcycles, etc.) not for people. Even being very careful, doing all the right things, you may be hurt or even killed in the hostile environment of the street. Unless you are very careful (do the right things) you may be hurt, or even killed.

   Ask students to describe how the street can be *hostile*, then add to the list of dangers from the sheet "Dangers That Make The Street A Hostile Environment." REMEMBER: Regardless of what is happening in the street, it is still *HOSTILE*. The street was made for the high-speed vehicles, not for people.

   You may wish to ditto copies of the "Dangers" sheet for each student.

2. Begin as in Activity 1. Add a discussion of traffic dangers students saw on the way to school and prepare for a *walking tour* to a nearby intersection.

   Have students form teams of three and provide each team with a copy of the chart "Danger In The Hostile Environment," fastened to cardboard or a clipboard. Be sure all teams have pencils.

   Take a walking tour to a busy intersection. Instruct students to stay with the group and walk in an orderly manner. Teams should:

   a. Place a check mark (✓) on the line after each danger they see on the way and at the intersection. Each time a danger is seen, add another check.

   b. Teams should find as many dangers as possible.

   c. Unlisted dangers may be added at the bottom of the team chart.

   NOTE: You may wish to mark your own copy of the chart during the tour. If students need extra guidance, stop at points along the walking tour and discuss the dangers seen at that particular spot.

Upon returning to the classroom, have students total the number of times they saw each danger and write the totals on the right side of the chart.

Discuss with students the dangers they observed. Have them note the ones that were greatest in number. Have students describe why the things they saw cause the street to be hostile. (Note: See Activity 5 for related activity.) *Emphasize* that the street is an unfriendly (*hostile*) place. It is for cars and other vehicles, not for people. Even if you do all the right things, you can still be hurt or killed there.

3. Begin as in Activity 1. Add a *simulated street situation.*

   Set up a simulated street corner as shown in the attached instructions. You may add more to the situation by including driveways, railroad crossings, signs, etc.

   Explain that small groups of students will be asked to "show" the rest of the class a particular danger. Divide students into groups, show them the simulated street corner, and tell them to pretend it is a real corner. Then:

   a. Have each group choose a danger from the "Dangers" list.

   b. Have students decide what they will be and how they will show the dangers. (For example: *backing cars* – one student can be a car backing out of a driveway near the intersection. Other students can be pedestrians and/or bicyclists. The students can show what happens (car hits students) if they don't watch out for the dangers.)

   c. Next, have the groups act out their danger by showing what might happen.

   d. Other students can then describe the dangers shown in this simulated hostile environment.

   e. Action continues with different groups acting out each danger.

   AGAIN STRESS: The street is hostile. It is for vehicles, not people. Even if you are very careful, it is a *dangerous, unfriendly* place.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Using mural-size butcher paper, have students work in small groups to construct a street scene which shows dangers.

   For example: One small group can sketch in the streets, driveways, intersections, and alleys. Others may draw and cut out objects such as cars, bushes, people, traffic signs, etc. The students may take turns pinning their objects on the scene.

5. If students took the tour of nearby streets in Activity 2, you may wish to have them complete the bar graph provided with this lesson.

   Working with their original groups of three they should:

   a. Count all the vehicle dangers marked on their vehicle chart. (Give the total for all vehicle items 1 through 8.)

b. On the graph locate the word "vehicle." Go across that line until they come to the horizontal line which gives the number of vehicle dangers they saw. Place a dot (•) at the point where the two lines intersect or cross each other.

c. Complete the same steps for each of the other kinds of danger (human or animal, things, and places).

SUMMARY

When a person enters the street, as a pedestrian, bicyclist, or passenger, he is entering a *hostile environment*. Discuss some of the *dangers* which make it so. Point out that in later lessons, students will learn how to be *safer* in the hostile environment. But the main thing is to remember that the street is *always* hostile and no matter how carefully they act people can, and do, get hurt there.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment exercise (Trafficville) to each student. Have students circle the traffic *dangers* which make the street hostile and that could cause injury to people. Have students write in their own words (on the back of Trafficville) why the street is a *hostile place (environment)*. An assessment answer key is provided. To achieve the objective, students should identify 5 dangers and correctly describe why the street is a hostile place. Score, record, and give help where needed.

DANGERS
THAT MAKE THE STREET A
HOSTILE ENVIRONMENT

1. NORMAL DANGERS
   a. heavy traffic
   b. fast traffic
   c. objects which block view (or movement)
   d. special vehicles (heavy trucks, fire engines, police cars, etc.)
   e. drivers breaking laws
   f. turning cars
   g. backing cars
2. ALSO, SOME SPECIAL DANGEROUS PLACES:
   a. railroad tracks crossing the road
   b. shopping center parking lots
   c. driveways and alleys
   d. construction sites
   e. accident scenes
   f. no sidewalks

CHART

DANGERS IN THE HOSTILE ENVIRONMENT

Directions: *Each* time you see a danger, place a check mark (✓) by the correct line.

DANGER	TIMES SEEN	
1. NORMAL DANGERS		
a. heavy traffic		
b. fast traffic		
c. objects which block view (or movement)		
d. special vehicles (heavy trucks, fire engines, police cars, etc.)		
e. drivers breaking laws		
f. turning cars		
g. backing cars		
	Total	
2. ALSO, SOME SPECIAL DANGEROUS PLACES:		
a. railroad tracks crossing the road		
b. shopping center parking lots		
c. driveways and alleys		
d. construction sites		
e. accident scenes		
f. no sidewalks		
	Total	

DIRECTIONS FOR SETTING UP A SIMULATED STREET CORNER

Masking tape or chalk can be used for setting up a simulated street corner in your classroom. (The gym or playground may also be used if there is a problem of classroom space.)

The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown below. The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approximate)

Street width – 12' (3.5 m)
Crosswalk width – 3' (1 m)

GRAPH

DANGERS IN THE HOSTILE ENVIRONMENT

KIND OF DANGER

a. heavy traffic

b. fast traffic

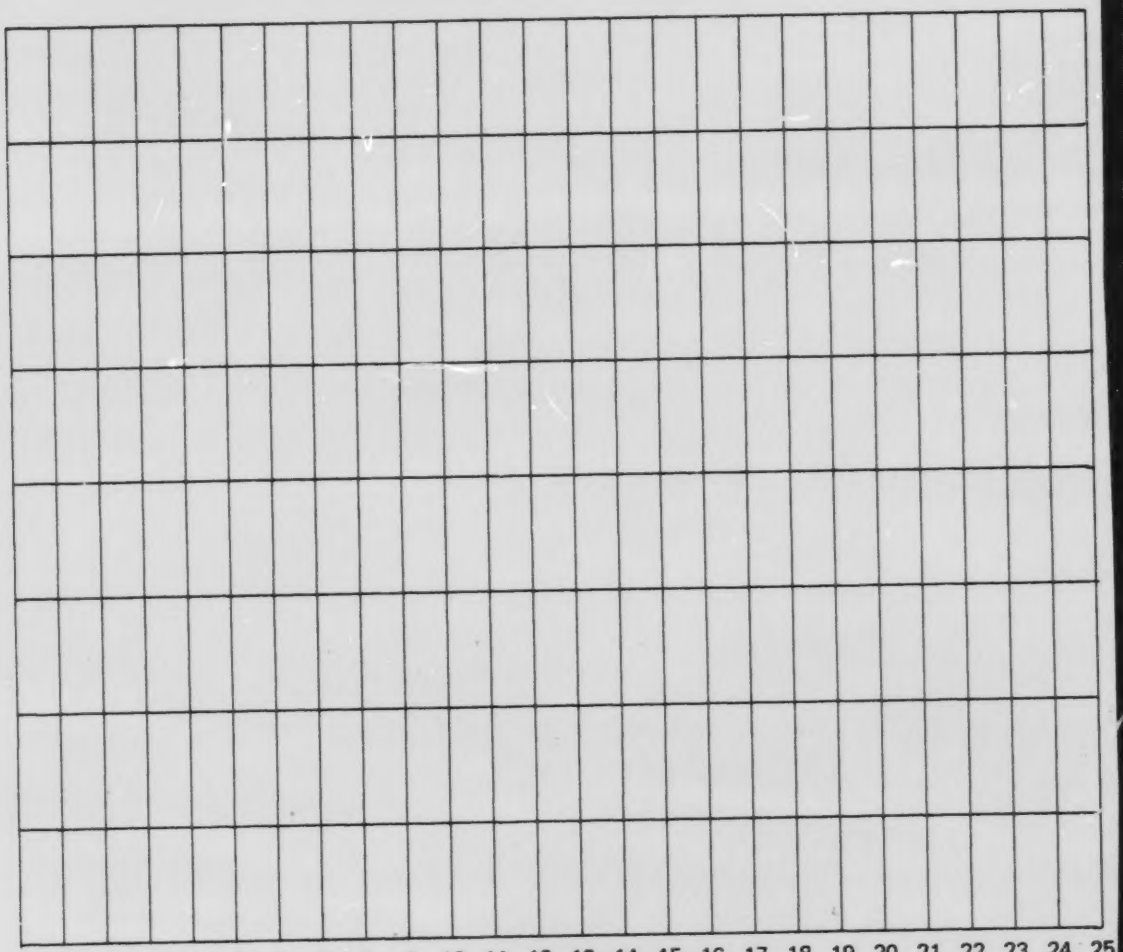
c. objects which block view

d. special vehicles

e. drivers breaking laws

f. turning cars

g. backing cars



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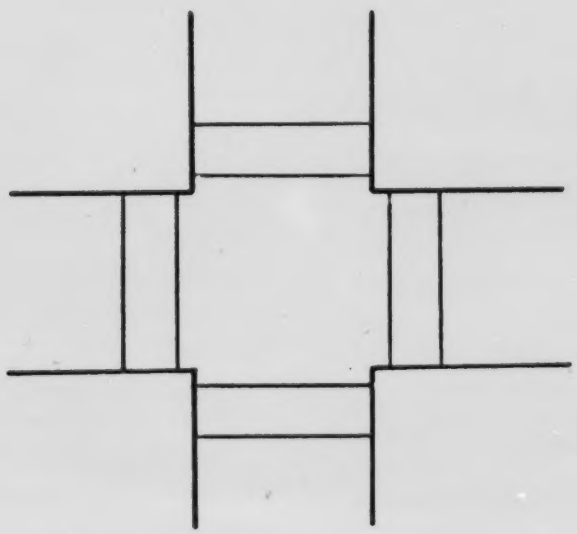
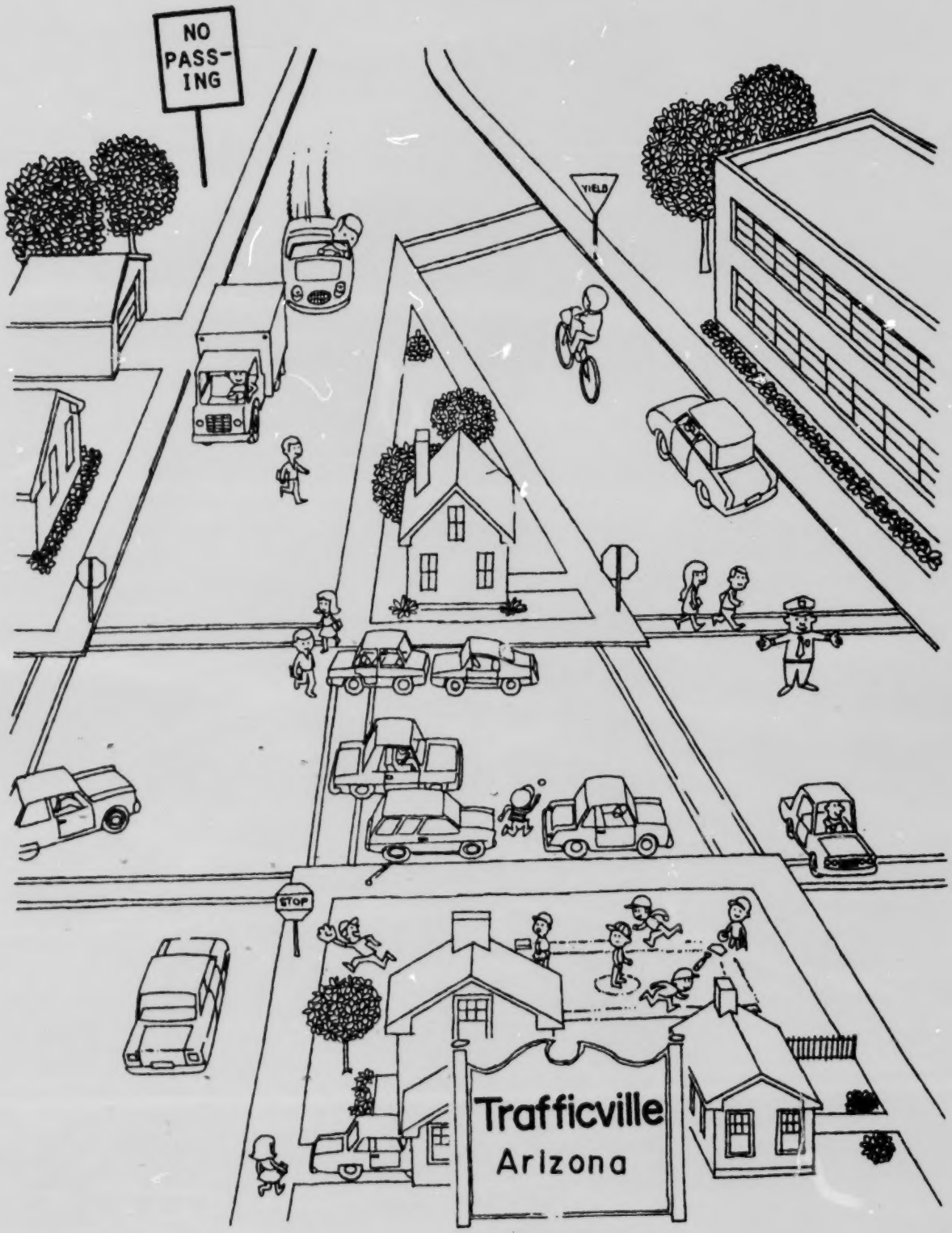


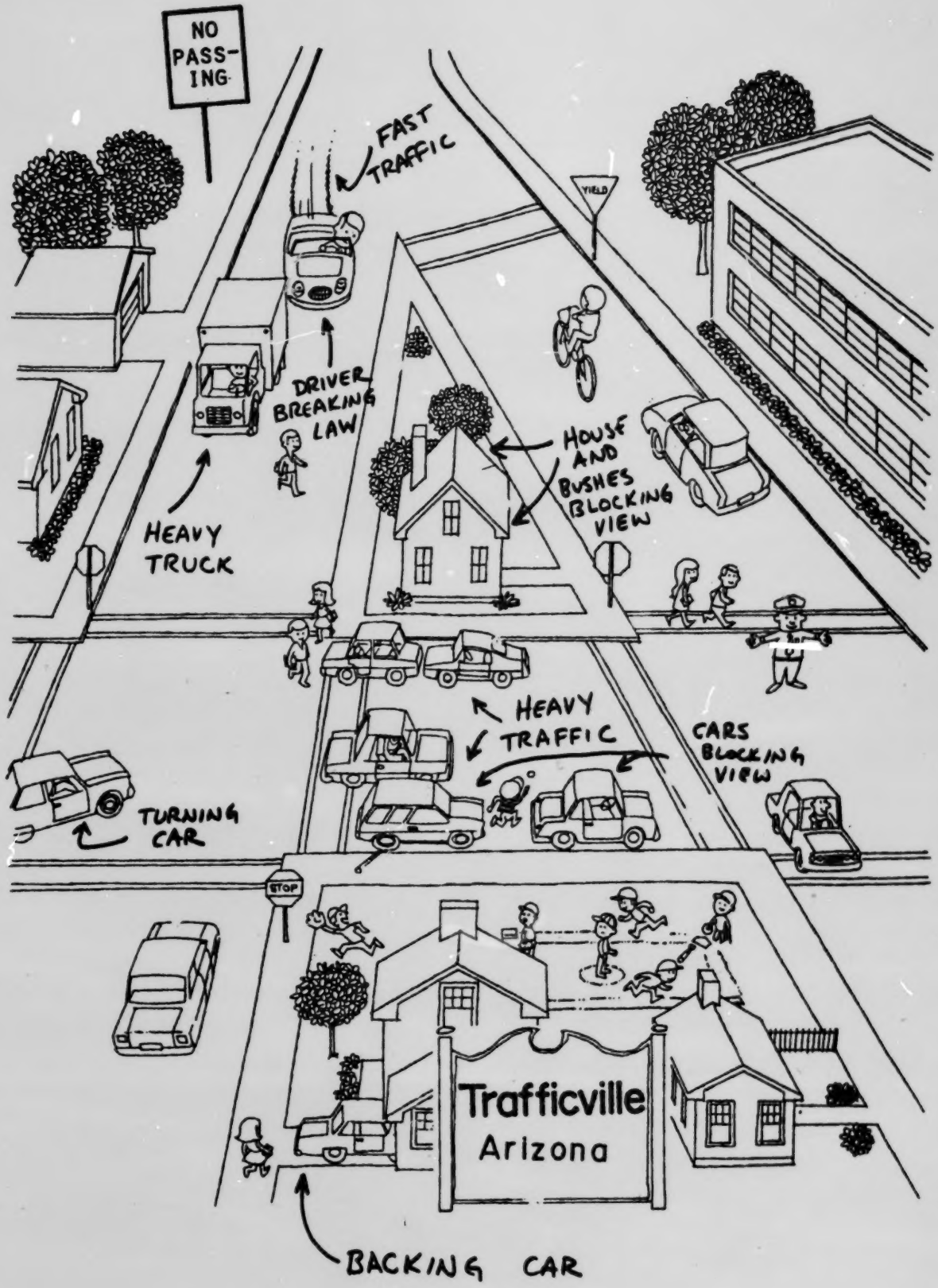
THE STREET IS A *HOSTILE PLACE (ENVIRONMENT)* BECAUSE:

- IT IS MADE FOR HEAVY, HIGH-SPEED VEHICLES
- PEOPLE CAN, AND DO, GET HURT OR KILLED THERE – EVEN WHEN THEY DO THE RIGHT THINGS THEMSELVES

ASSESSMENT NAME _____



ASSESSMENT NAME KEY



TRAFFIC SAFETY CONCEPTS – FOURTH THROUGH SIXTH GRADES

LESSON TWO

"MAKING DECISIONS IN THE HOSTILE STREET ENVIRONMENT"

OBJECTIVE TWO

Given the letters I.P.D.A., the student will *name* and *describe* the four steps in the decision-making process.

NOTE: Either Fourth Through Sixth Grades, Lesson One, "The Street: A Hostile Environment," or other instruction on the street as a dangerous place should be completed before this lesson.

KEY POINTS

1. Most traffic mishaps are *caused* by bad decisions. Bad decisions are made when situations and events are not understood correctly. If *decision-making* in traffic situations can be improved, accidents can be prevented.

2. Being safe in traffic (for a pedestrian, bicyclist, or passenger) involves making *good* decisions based on *seeing* and *interpreting* situations and events correctly.

3. The decision-making process includes four steps:

   a. IDENTIFY – *find* the important clues.

   b. PREDICT – *figure out* what might happen.

   c. DECIDE – *figure out* the *best* thing to do.

   d. ACT – *do* what you decided.

4. Even though a person may make good decisions, the street is still a *hostile environment* and great care must still be taken.

MATERIALS NEEDED

For each student make a ditto copy of the worksheet, "The Decision-Making Steps." (Activity 1)

Make one transparency and one copy from masters of "Situations" 1 through 4. Obtain overhead projector. (Activity 2)

For each student make a ditto copy of "Using I.P.D.A. To Make Good Decisions In Traffic." (Activities 2, 3)

For each student make a ditto copy of the "Hidden Words Puzzle." (Activity 4)

For each student make a ditto copy of the "Assessment Exercise." (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain to students that even though the street is a hostile environment and people do get hurt or killed there, most accidents can be prevented if we make the right *decisions* in traffic situations. Indicate that they will learn the steps which can help them make *good* decisions and thus avoid injury or death.

   Distribute copies of "The Decision-Making Steps."

   On the chalkboard write (vertically) the letters I.P.D.A. Explain that the first step in making good decisions is to *IDENTIFY*, or find out the important clues (what is around you). Write IDENTIFY after the letter I and have students complete Step 1 on their "Decision-Making Steps" charts.

   Explain that the next step is *PREDICT*, or figure out what will, or might, happen around you. Write PREDICT on the board after the letter P and have students continue on their charts.

   Explain the next step is *DECIDE*, or to figure out the best thing to do. Write on the board and have students continue on their charts.

   Explain the next step is *ACT*, or to do what you decided. Complete the item on the board and have students complete their charts.

   Ask questions, guiding students to include items from the chart "Making Decisions In A Hostile Environment." For example, for Step 1:

   a. How do you find out what dangers are in the street?

   b. What might you see? Hear? Smell?

   c. How can you tell if an object is a danger?

   NOTE: Emphasize that even though *we* make good decisions, the street is still a hostile environment. We must always be careful of others who do *not* make good decisions.

2. Distribute the sheet "Using I.P.D.A. To Make Good Decisions In Traffic." Discuss the meaning of the steps as in Activity 1. Explain that the students will use the sheet to make some decisions about traffic situations.

   Have students form small groups. Distribute a different traffic situation picture to each group. Have students (a) IDENTIFY important clues to what is happening. (b) PREDICT what will happen, and (c) DECIDE what should be done and how it should be ACTed out. Students should write what is identified, predicted, etc. Assist groups as required.

   When all groups have finished, project transparencies of each situation and have groups present their solutions. Other students may add things a group may have missed. Correct or add from responses on the back of the situations.

3. Distribute the sheet "Using I.P.D.A. To Make Good Decisions In Traffic." Discuss the meaning of the steps as in Activity 1. Explain that the students will act out some situations which might occur at or around school. (See "Decision Situations" sheet for ideas.)

   Indicate that some students will demonstrate a situation and the rest will apply the I.P.D.A. decision-making process to the situation.

   For example: In Situation 1, have one student act as a bicycle rider about to pass a parked car. Have another student sitting in a chair acting as the driver of a parked car. Use a piece of cardboard as the door of the car. *Identify* the clues. *Predict* what may happen. *Decide* what to do. *Act* it out.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Provide each student with a copy of the "Hidden Word Puzzle." They are to find the hidden words indicated.

5. Teach the students the song "When I Am Walking."

When I Am Walking

Tune: "You Are My Sunshine" or "This Land Is Your Land"

When I am walking, or when I'm riding
While on my way to school or play
I'm very careful to watch at corners
And think, I – P – D – A.

When cars are whizzing, their motors humming
IDENTIFY, PREDICT, then, ACT.
I'm walking safely, and playing safely
With the boys and girls I meet.

SUMMARY

In the hostile environment of the street, people are *responsible* for their own safety. Their safety is determined by making good decisions based on *identifying* the important clues, *predicting* what might happen, *deciding* what to do, and *acting* out their decisions. If people make good decisions, they are less likely to be hurt. However, other people do not always make good decisions – remember *that* when you make *your* decisions. In future lessons you will learn to apply the I.P.D.A. process to more traffic situations.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment item to each student. Have them write the steps of the decision-making process after the letter provided, then write what each step means. To achieve the objective, the student will correctly identify three of the four steps of the decision-making process. Score, record, and give help where needed.

WORKSHEET

THE DECISION-MAKING STEPS

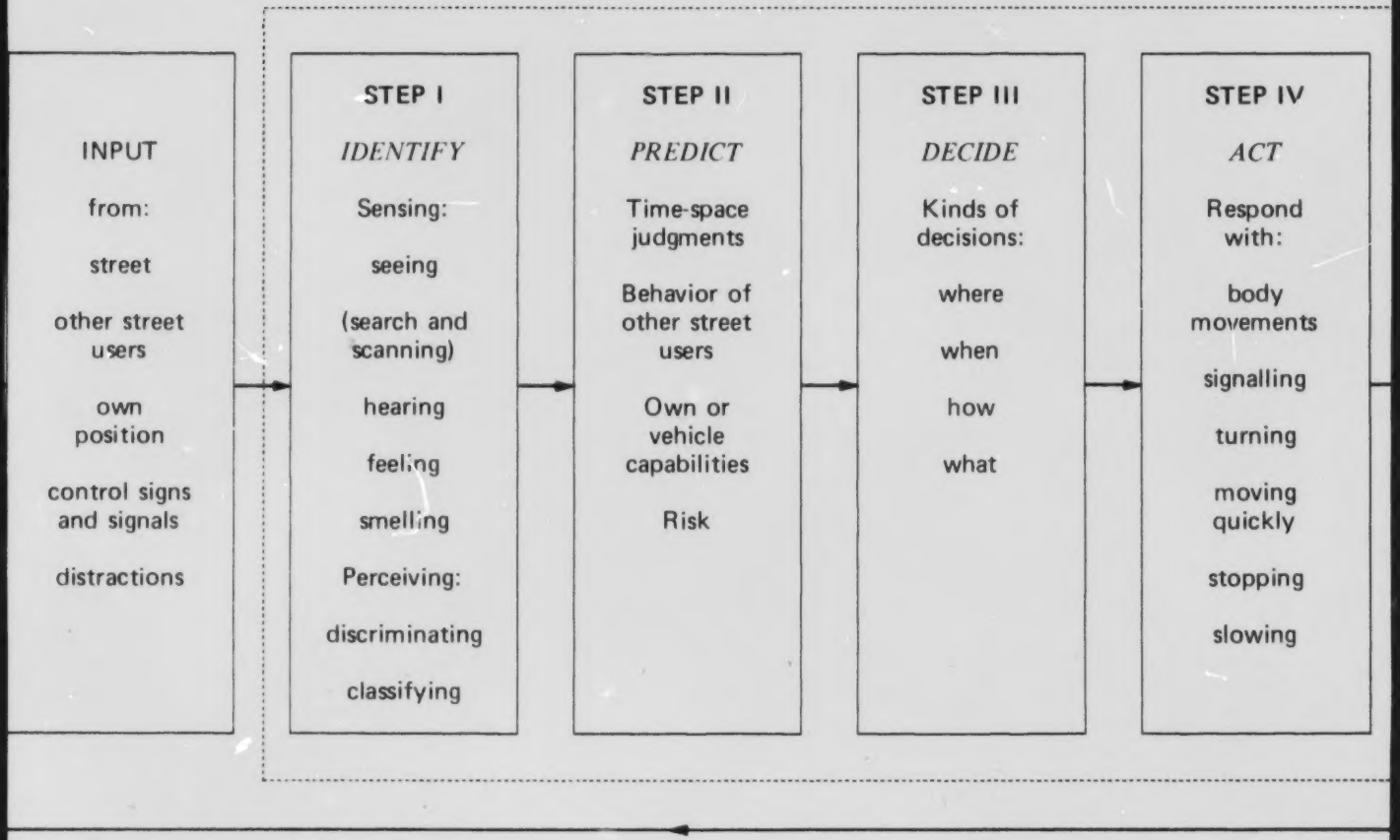
I = _ _ _ _ _ _ _ _ _ Step 1: Find the important clues

P = _ _ _ _ _ _ _ Step 2: Figure out what might happen

D = _ _ _ _ _ _ Step 3: Figure out the best thing to do

A = _ _ _ Step 4: Do what you decided

MAKING DECISIONS IN A HOSTILE ENVIRONMENT



USING I.P.D.A. TO MAKE GOOD DECISIONS IN TRAFFIC

I = *IDENTIFY:* What are the *important clues*?

P = *PREDICT:* What *might* happen?

D = *DECIDE:* What is the *best* thing to do?

A = *ACT:* How would you *do* it?

SITUATION 1

SC-IV, V, VI

I = *IDENTIFY:* What are the important clues?

a. Seeing backup lights of car and driver in car.

b. Hearing car motor.

c. Smelling car exhaust.

P = *PREDICT:* What might happen?

a. Driver will probably back car out of driveway.

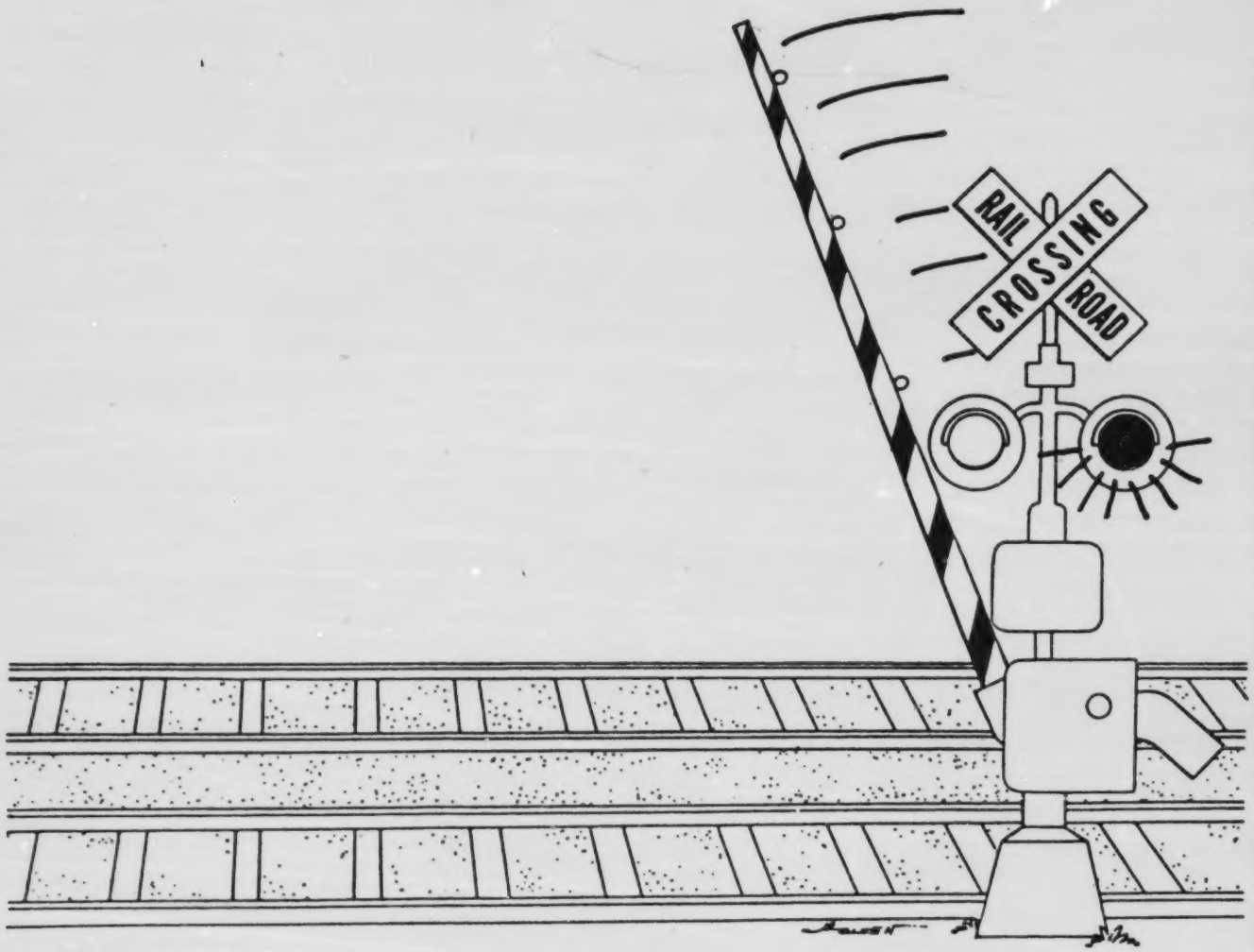
D = *DECIDE:* What is the best thing to do?

a. Keep out of the driveway and away from the car.

A = *ACT:* How would you do it?

a. Back away from the driveway.

SITUATION 2



SC-IV, V, VI

I = *IDENTIFY:* What are the important clues?

a. Railroad signal light is flashing.

b. Crossing guard arm is lowering.

P = *PREDICT:* What might happen?

a. A train is probably coming down the track.

D = *DECIDE:* What is the best thing to do?

a. Don't cross the track until the train has passed.

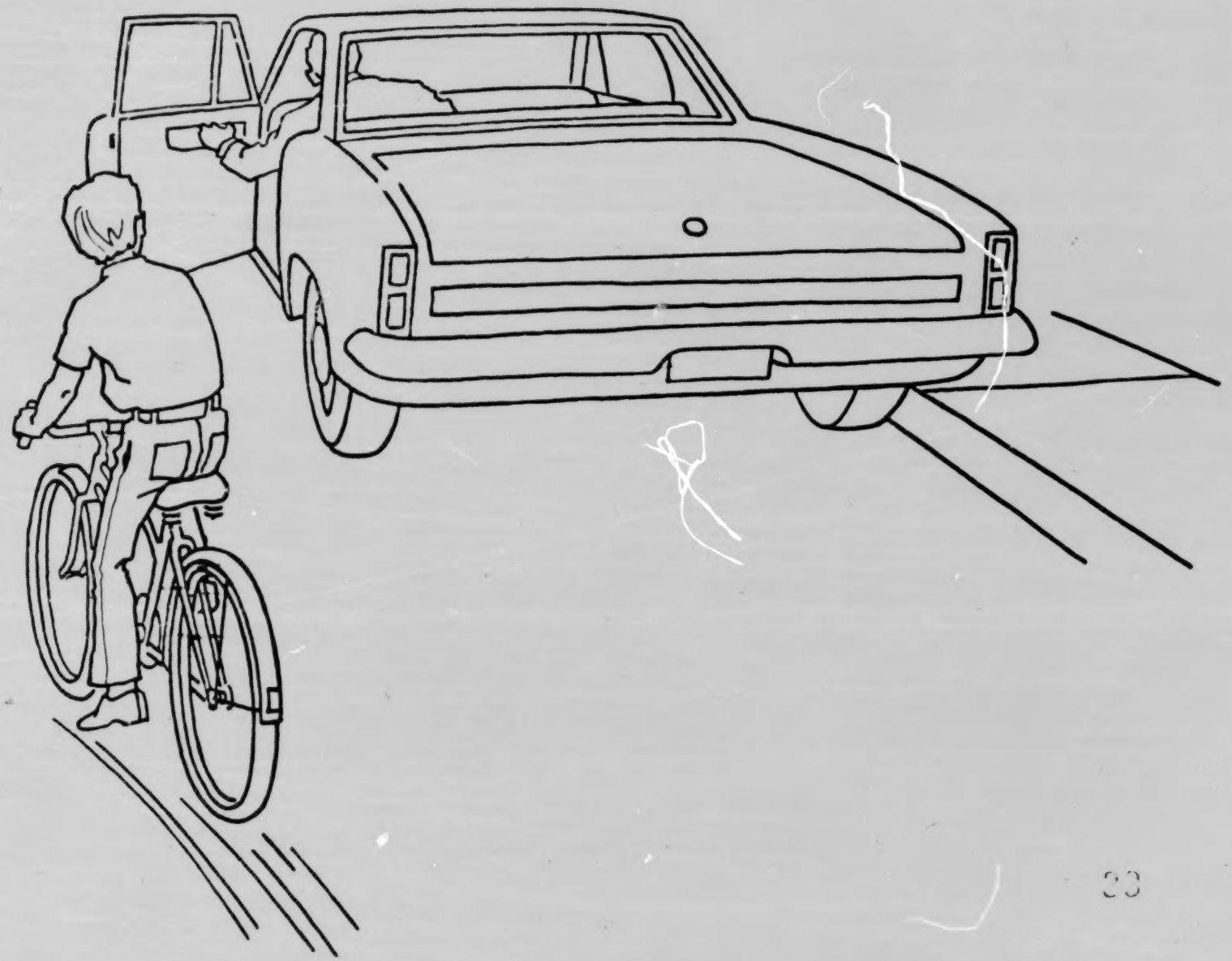
A = *ACT:* How would you do it?

a. Stop.

b. Wait until the train has passed, the signal light has stopped flashing, and the crossing guard arm is raised.

c. Carefully look up and down the track before crossing.

SITUATION 3



SC-IV, V, VI

YOU ARE THE BICYCLIST

I = *IDENTIFY:* What are the important clues?

a. The driver is opening the car door.

P = *PREDICT:* What might happen?

a. The bicyclist may hit the door or the man.

b. The bicyclist may swerve out into the line of street traffic.

c. There may be a car coming up behind the bicyclist in the next lane.

D = *DECIDE:* What is the best thing to do?

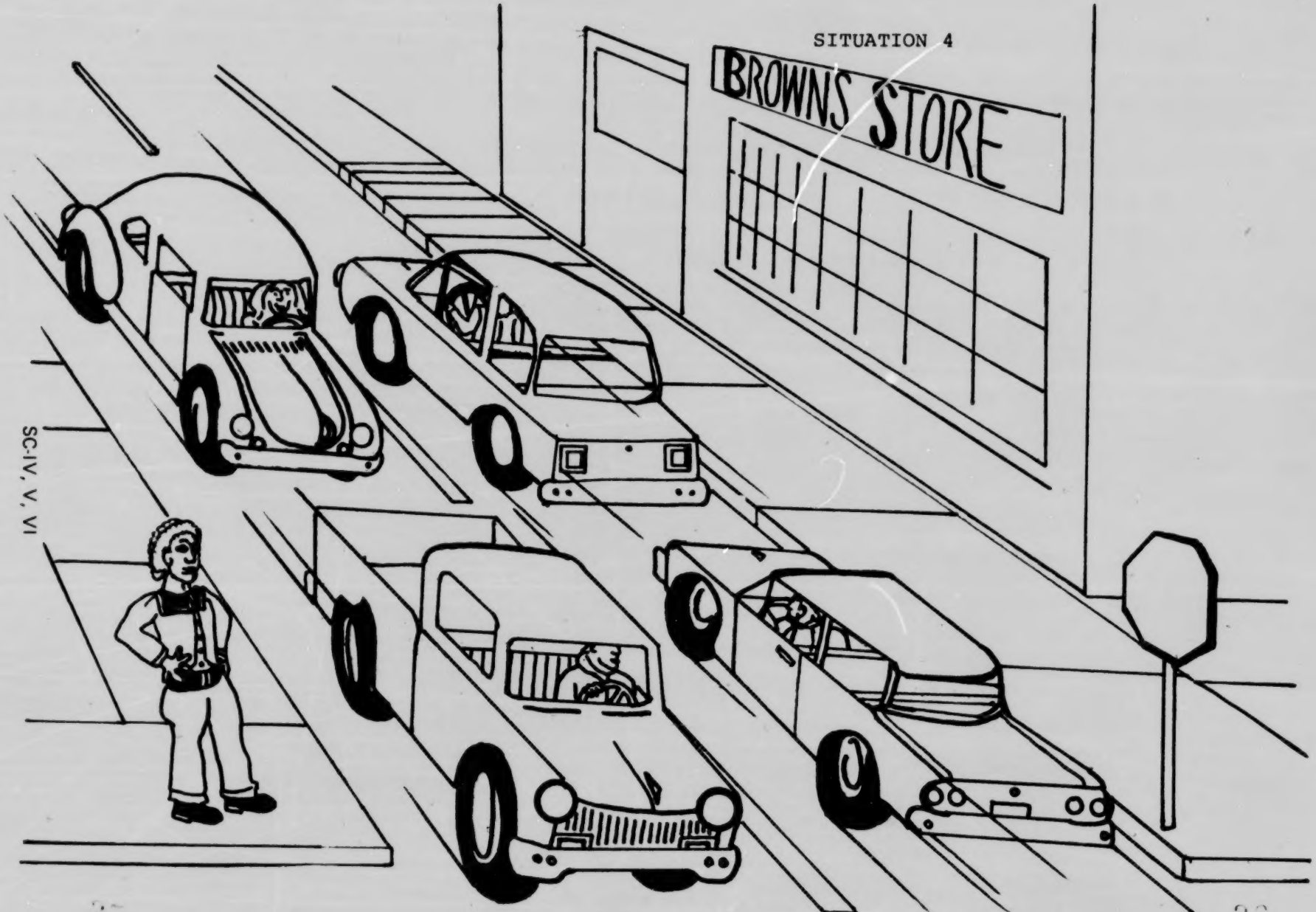
a. Stop the bicycle.

b. The bicyclist should not swerve.

A = *ACT:* How would you do it?

a. Signal to stop and put on the brakes.

SITUATION 4



SC-IV, V, VI

I = *IDENTIFY:* What are the important clues?

a. The traffic is heavy.

b. It is a busy street.

c. There is no signal light to stop the traffic.

P = *PREDICT:* What might happen?

a. The boy may try to run across the street.

b. He could get hit.

c. The boy may have to wait several minutes before he can cross.

D = *DECIDE:* What is the best thing to do?

a. Cross the street where there is a signal light, or

b. Wait until there is less traffic.

A = *ACT:* How would you do it?

a. Go to an intersection with traffic signals or stop signs, and cross when the traffic stops.

b. Wait until there is less traffic and carefully walk across the street.

DECISION SITUATIONS

Situation 1: Bicycle and Parked Car

You are riding your bicycle down the right side of the road. A car is parked in front of you. Someone is in the driver's seat.

I. P. D. A.

Situation 2: Bicycle and Pedestrian

You are riding your bicycle down the sidewalk toward school. Children are on the playground. A child is walking toward the sidewalk in front of you.

I. P. D. A.

Situation 3: Pedestrian and Speeding Car

You are on the sidewalk in front of the school building. Your teacher's car just arrived in the parking lot. He has a lot of material to carry and calls for your help. You must cross the driveway and several parking spaces to get to his car.

I. P. D. A.

Situation 4: Passengers and School Bus

School has been dismissed. You are waiting in line for your bus to arrive. You see it coming in the driveway. People in line behind you begin to shove and push forward.

I. P. D. A.

HIDDEN WORD PUZZLE

A	E	I	H	C	A	I	L	G	H	A	W	Y
F	L	S	N	R	I	D	E	C	I	D	E	F
G	A	M	F	B	U	E	Y	L	T	R	L	B
J	C	Y	O	H	Z	N	E	U	C	A	F	E
P	R	E	D	I	C	T	E	E	E	G	C	S
L	I	R	O	H	D	I	R	S	D	F	X	T
I	D	Z	M	K	B	F	E	K	V	E	A	W
D	N	N	O	C	V	Y	A	X	M	R	E	S
P	E	V	J	A	D	B	H	A	P	P	E	N
N	R	W	G	Y	Z	N	E	V	I	R	E	D

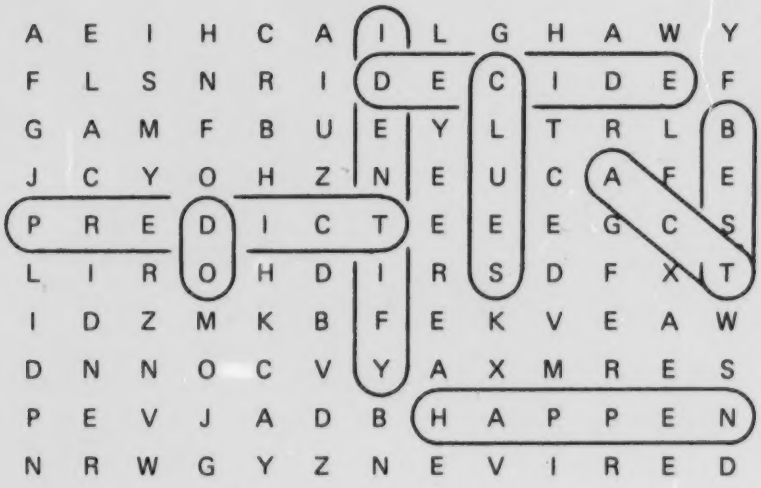
Directions:

Find these hidden words and circle them:

IDENTIFY	CLUES	DECIDE	BEST
PREDICT	HAPPEN	ACT	DO

Teacher Copy

HIDDEN WORD PUZZLE


A E I H C A I L G H A W Y
F L S N R I D E C I D E F
G A M F B U E Y L T R L B
J C Y O H Z N E U C A F E
P R E D I C T E E E G C S
L I R O H D I R S D F X T
I D Z M K B F E K V E A W
D N N O C V Y A X M R E S
P E V J A D B H A P P E N
N R W G Y Z N E V I R E D

Directions:

Find these hidden words and circle them:

IDENTIFY	CLUES	DECIDE	BEST
PREDICT	HAPPEN	ACT	DO

ASSESSMENT EXERCISE NAME _____

I _____

this means _____

_____

P _____

this means _____

_____

D _____

this means _____

_____

A _____

this means _____

_____

ASSESSMENT KEY NAME _____

Identify _____

this means to find the important clues. _____

_____

Predict _____

this means to figure out what might happen. _____

_____

Decide _____

this means to figure out the best thing to do. _____

_____

Act _____

this means to do what you decided. _____

_____

TRAFFIC SAFETY CONCEPTS – FOURTH THROUGH SIXTH GRADES

LESSON THREE

"COMMUNICATION, PREDICTABILITY AND TRAFFIC SAFETY IN THE HOSTILE STREET ENVIRONMENT"

OBJECTIVE THREE

Given a picture of a street evnironment, the student will:

a. *identify* things which communicate information, and

b. *describe* how information can make the student more predictable.

NOTE: Either Fourth Through Sixth Grades, Lessons One and Two, "The Street: A Hostile Environment" and "Making Decisions in a Hostile Environment," or other instruction on the hostile environment and the decision-making process (I.P.D.A.) should be completed before this lesson.

KEY POINTS

1. *Communication* means *giving* and *receiving* information. There are many ways that information can be *given* and *received*, such as street lights and signs, turn signals on cars, crosswalk lines on the street, arm signals, eye contact, etc.

2. This information tells:

   a. *where* people and things are

   b. *what* people are doing

   c. *what* people should do

   d. *what* people are going to do

3. Being *predictable* means communicating to other people *what* you are going to do and *not* surprising them with your actions. There are two basic things that make you predictable:

   a. *communicating* with other people to let them know in advance what you are going to do

b. following a set of *rules* and *regulations* that everybody knows and follows

If people feel you are going to follow the rules they know you *should* obey, they will feel they can predict what you are going to do.

4. When people know in advance what you are going to do, you are *predictable*. This helps others to make *better* decisions and makes it safer for you.

5. If all people using the streets and highways are predictable as the result of following common laws and regulations and communicating with each other, there will be fewer accidents.

6. In later lessons students will learn how communication and predictability are used in specific traffic situations.

MATERIALS NEEDED

Make transparencies from masters A and B. Obtain overhead projector. (Activity 1)

Masking tape or chalk for setting up a simulated street corner in your classroom. See "Directions For Setting Up A Simulated Street Corner," included with this lesson. (Activity 3)

For each student make a ditto copy of "?Bits of Advice?" (Activities 4, 5)

Drawing paper, and pencils or crayons for each student. (Activity 5)

For each student make a ditto copy of the assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Remind students the street is a hostile environment, made for vehicles not for people. People can and do get hurt there. However, by using the decision-making process, many accidents can be prevented. *Communicating* information and acting *predictably* helps in decision making.

   On the chalkboard, write COMMUNICATION. Explain that *communication* is *giving* and *receiving information* and that we are constantly communicating. There are many ways information can be communicated.

   For example:

   a. When we *hear* a siren, we know an emergency vehicle (ambulance, police, fire truck, etc.) is near.

b. When we *see* a red traffic light, we know people should stop.

c. When we *smell* something burning, we know there is a fire.

d. When we *feel* the wind blowing, we know where it is coming from and how fast.

Proper communication provides us with information that tells us what the other street users are and will be doing and it tells them what we will be doing.

In traffic, the main things communicated are *where* people and things are, *what* people are doing, *what* people should do, and *what* people are going to do.

Show transparencies A and B, and discuss the ways *information* is *communicated*. (See the back of the transparency masters for ideas.)

On the chalkboard, write PREDICTABLE. Explain that being *predictable* means that others know *what*, *when*, *where*, and *how* you will do something. When you are predictable, people are not surprised by what you do. You make yourself predictable by doing what people expect and by communicating with them to let them know what you intend to do.

In traffic, as a pedestrian or bicyclist, one must learn to *receive information* to make safe decisions (I.P.D.A.) and to *give information* to help other people make safe decisions (be *predictable* – I.P.D.A.).

2. Begin as in Activity 1. Add a discussion of ways in which students communicated their actions or were *predictable* (acted in a *known*, *understood* way) as they came to school. Prepare students for a *walking tour* to a nearby intersection.

   Take a walking tour to a nearby intersection. While at the intersection students should take turns identifying *what information* is being communicated and in *what ways* it is given or received. For example: The information given is "I am turning right." We were given that message by the cars flashing turn signals. The information given is "cross the street here." We are given that message by the lines on the street.

   NOTE: You may wish to record the kinds of traffic information given and received at the intersection for future reference.

   Upon returning to the classroom, discuss *what information* was given and the ways it was given. List the *ways* on the board.

3. Begin as in Activity 1. Add the *simulated street situation*.

   Explain that small groups of students will demonstrate to the rest of the class how we *communicate* and make ourselves *predictable* in traffic.

   Divide students into groups and give each a situation to demonstrate (see "Communicate And Be Predictable: Demonstration Situations").

   When groups are ready have them demonstrate their situations on the simulated intersection. As each group finishes, discuss their demonstration in terms of *communication* and *predictability*. Do the same for each of the other demonstrations.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. Distribute copies of "?Bits of Advice?" Students decide whether or not they agree with the statements. Discuss the danger in each "BIT" as it relates to *COMMUNICATION* and *PREDICTABILITY*.

5. Using the "?Bits of Advice?" sheet from Activity 4, have students design creative cartoons showing what could happen if the dangerous advice were followed. Conversation balloons may be added.

SUMMARY

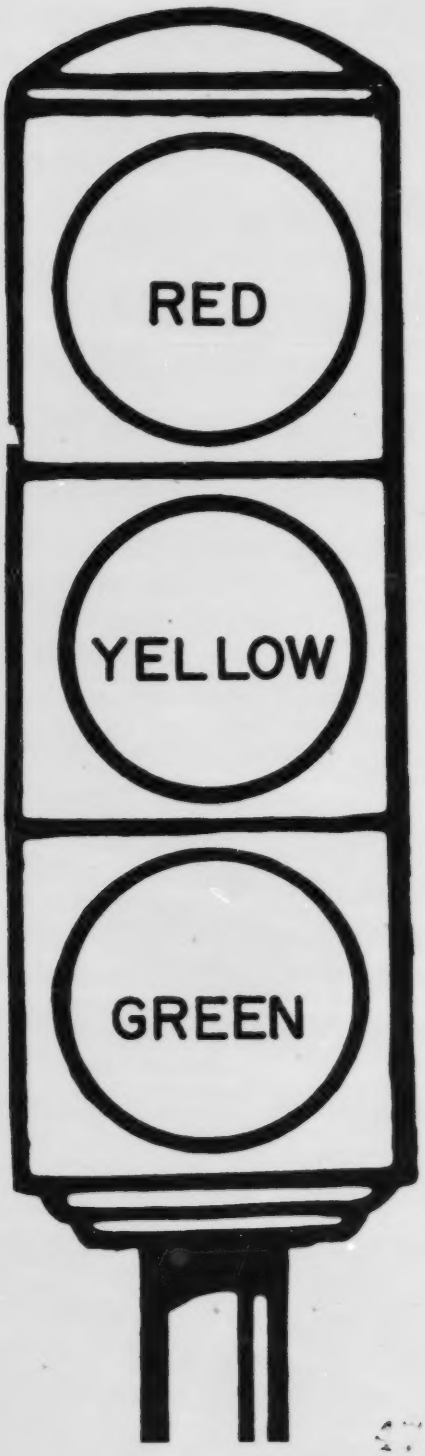
When you enter the *hostile environment* of the street, remember that information is *communicated* in many ways. Information you get helps *your decision making*. Information you give and things you do can help make you *predictable* and help *others* in *decision making*. Also, when you follow the laws, as people expect, you are predictable. In later lessons you will learn how *communication* and *predictability* are used to make you safer in traffic situations.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute copies of the assessment item. Have students circle things in the picture that communicate traffic information. On the back of the handout, have the student write (or describe orally) three ways people can make themselves predictable. An assessment answer key is provided. To achieve the objective, the student should identify eight items and correctly describe three ways people can make themselves predictable. Score, record, and give help where needed.

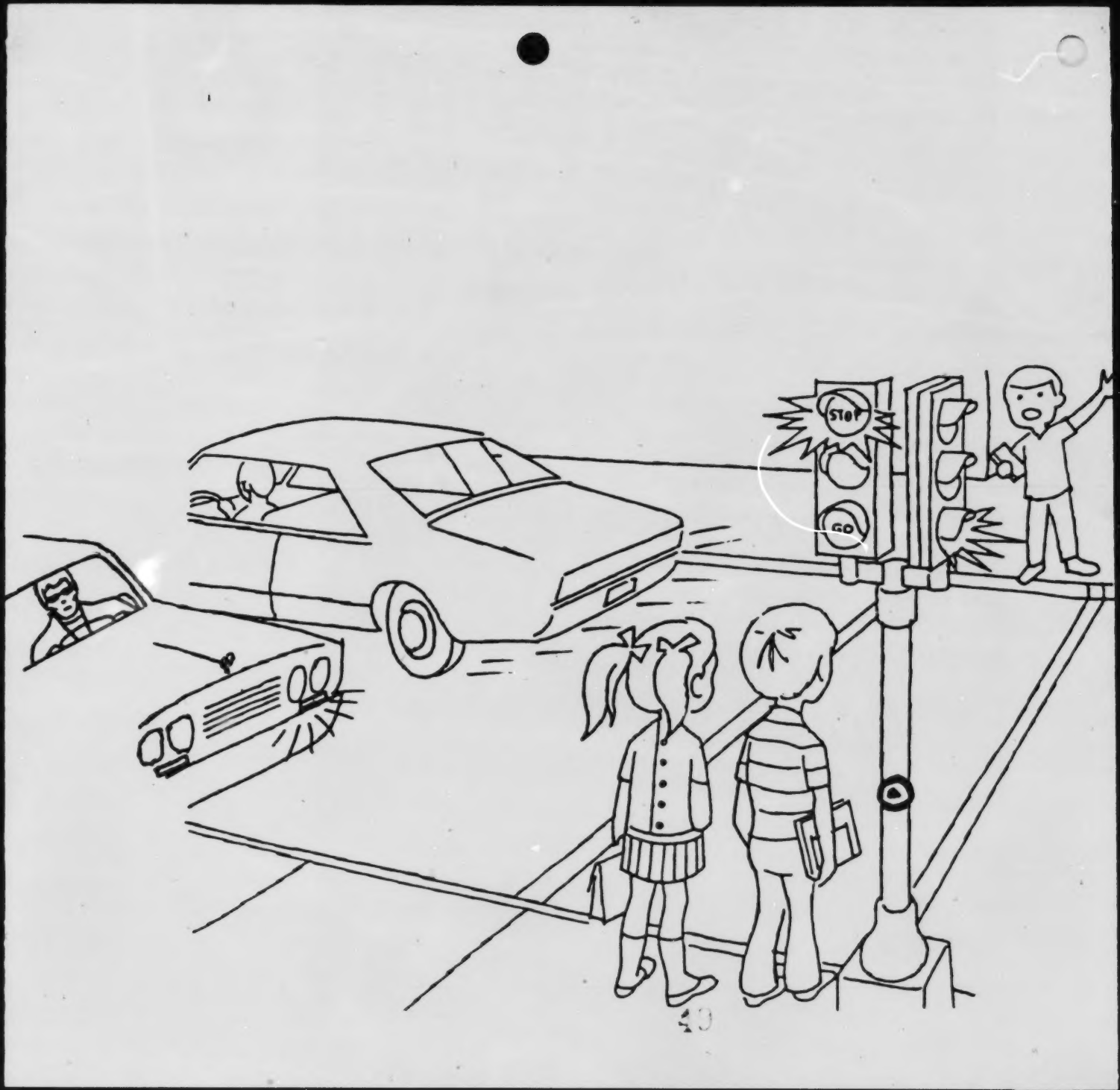
A

TRAFFIC SIGNAL



WAYS INFORMATION IS COMMUNICATED

Signal lights tell us how people *should* move through an intersection. We *see* the color of the light and know whether people should stop or go.


STOP
GO

WAYS INFORMATION IS COMMUNICATED

The driver approaching the intersection is signalling a left turn. You *see* the left turn light blinking. The driver sees the signal light. In the driver's direction it is green. This communicates that the driver should move through the intersection.

The three pedestrians, waiting at the crosswalk, also see a signal light. The light in their direction is red. This communicates that they should remain on the sidewalk and not cross the street.

COMMUNICATE AND BE PREDICTABLE

DEMONSTRATION SITUATIONS

SOUND OFF!

(SOUND – BICYCLES)

who is involved: 2 pedestrians and 2 bicyclists.

what to do: Pedestrians are on sidewalk about to step into the street. Bicyclists come up the street near the pedestrians and: 1) sound horn or bell, 2) say "watch out!," and 3) prepare to stop if pedestrians don't.

what did they do? Bicyclists used *sound* to *communicate* where they were, so that they would be *predictable* to the pedestrian.

DOING WHAT THE SIGNALS SAY

(PREDICTABILITY – PEDESTRIANS)

who is involved: 2 pedestrians, 1 driver and 1 bicyclist.

what to do: Bicyclist and driver (car) are approaching the intersection. The traffic light is red for them. The pedestrians want to cross in front of the bicycle and car, but the light says "DON'T WALK." The pedestrians decide to go anyway since the light is green.

what did they do? The driver and bicyclist did not expect the pedestrians to walk. They were *not predictable*. If the light changes or vehicles make right turn on red, someone might get hurt.

HERE I AM!

(SIGHT – PEDESTRIANS)

who is involved: 2 pedestrians and 2 drivers.

what to do: Two pedestrians are walking at night beside a street with no sidewalks. They are on the left side facing traffic and wearing light colored clothes and reflector tape on their arms. Two cars approach, facing them, and their lights shine on the pedestrians.

what did they do? By using light colored clothes and reflector tape the pedestrians *communicated* where they were.

HELP THE DRIVER

(COMMUNICATIONS – PEDESTRIAN)

who is involved: 2 drivers and 1 pedestrian.

what to do: One car is turning left at the intersection in front of another oncoming car. Another car is right behind the turning car. The pedestrian is in the crosswalk. The first car needs to cross in a hurry but the pedestrian is there. The pedestrian hurried across the street to let the car complete the turn.

what did they do? The pedestrian saw the problem the driver had and helped the driver out of it. The pedestrian moved quickly and the driver could *predict* what the pedestrian was going to do.

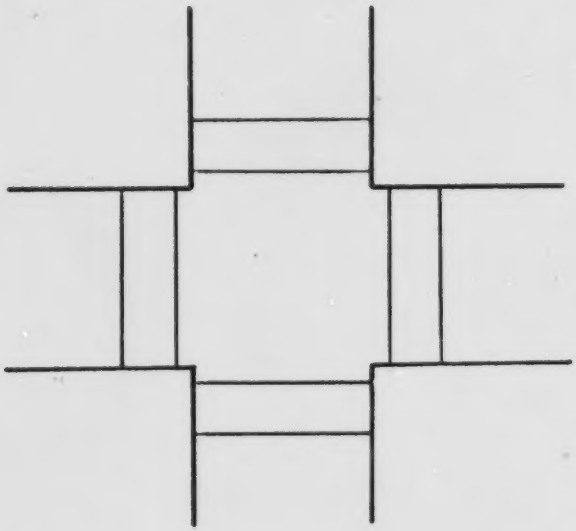
DIRECTIONS FOR SETTING UP A SIMULATED STREET CORNER

Masking tape or chalk can be used for setting up a simulated street corner in your classroom. (The gym or playground may also be used if there is a problem of classroom space).

The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown below. The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approx.)

Street width - 12' (3.5 m)
Crosswalk width - 3' (1 m)



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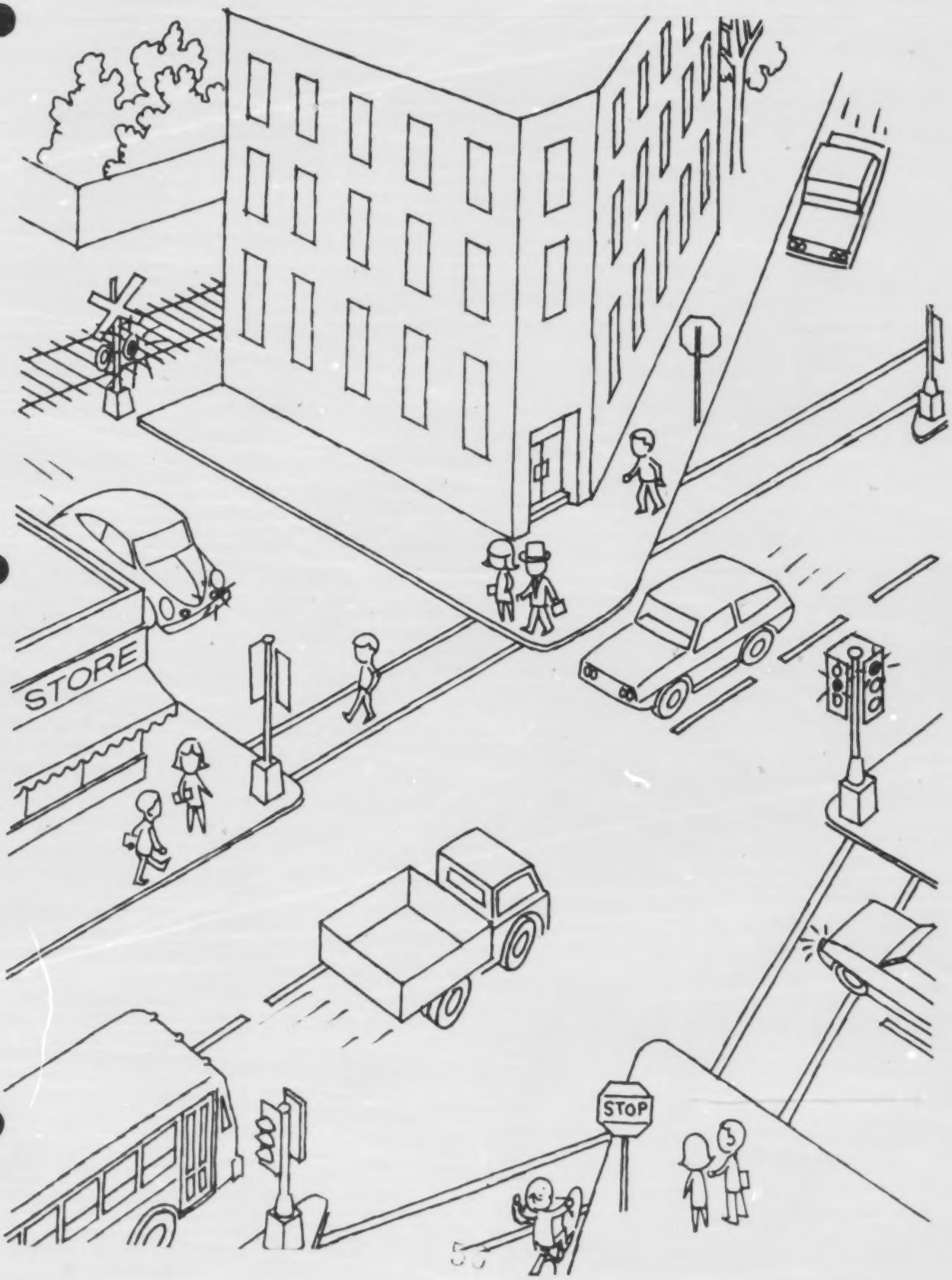
Suggested minimum dimensions: (approximately)

Street width – 12 feet (3.5 m)
Crosswalk width – 3 feet (1 m)

ASSESSMENT

NAME _____



?BITS OF ADVICE?

1. If a driver wants to turn as you prepare to cross a street, make the driver wait. You have the right-of-way.

2. If the light has been green for a long time, run across the street so you'll make it before the light turns red.

3. If the driver doesn't see you, go ahead and cross the street anyway. The driver should know to stop.

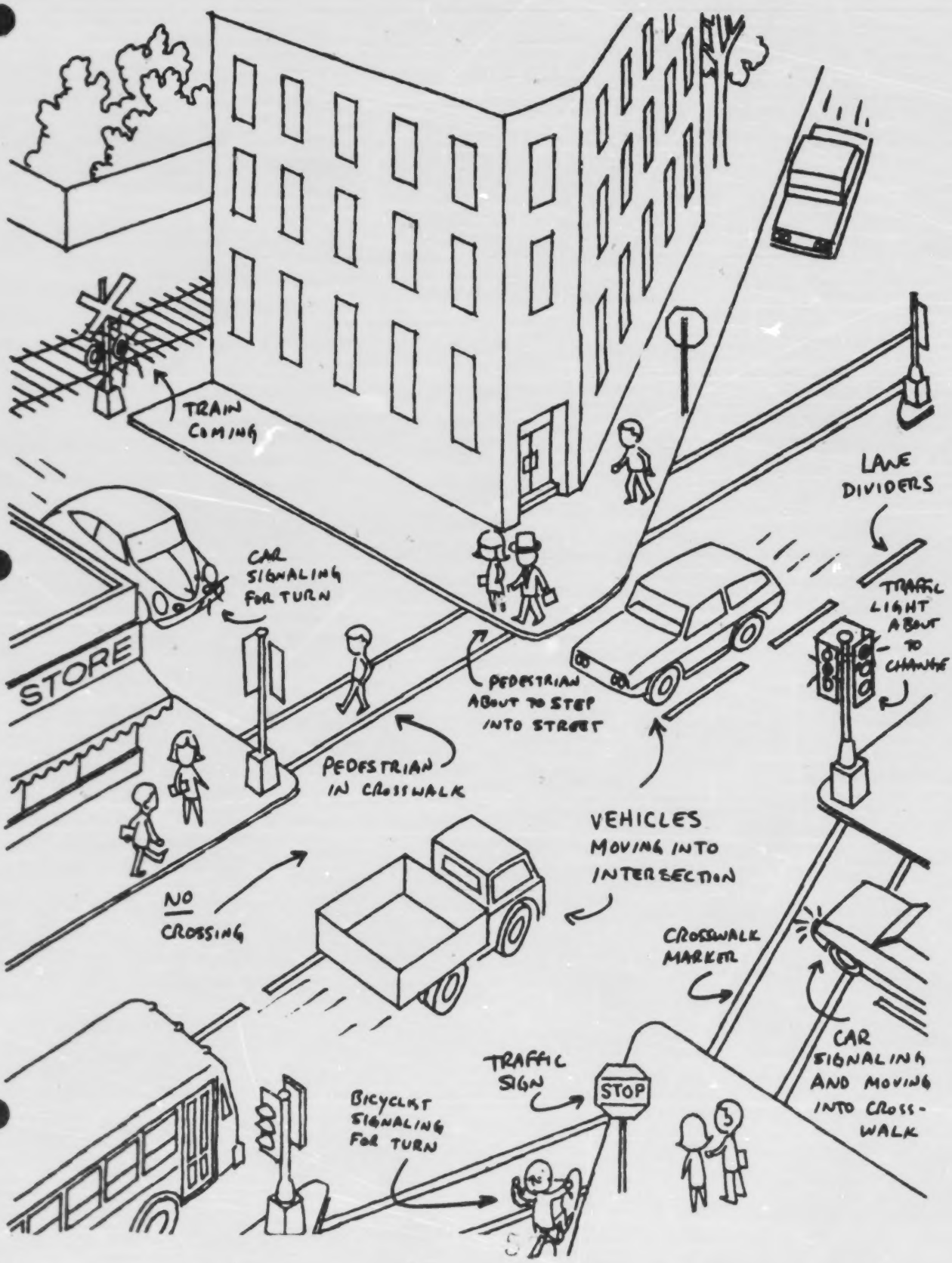
4. What if the WAIT signal is flashing! If you hurry you can still make it across the street.

5. If your dog darts into the street, go after him. He could get hit.

6. Drivers always follow the rules. I only have to watch out for myself.

ASSESSMENT

NAME KEY



SOME WAYS TO MAKE YOURSELF PREDICTABLE IN TRAFFIC SITUATIONS:

- SIGNAL FOR TURNS WHEN ON A BIKE
- OBEY TRAFFIC LIGHTS AND SIGNS
- CROSS ONLY AT MARKED CROSSWALKS
- MAKE SURE OTHERS SEE YOU
- USE A BELL, HORN OR VOICE TO WARN PEOPLE WHEN YOU ARE ON A BIKE
- WEAR LIGHT COLORED CLOTHES AT NIGHT
- FOLLOW TRAFFIC RULES AND LAWS

(USE JUDGMENT IN ACCEPTING OTHER RESPONSES)

BICYCLE SAFETY – FOURTH GRADE

"BASIC TRAFFIC SAFETY CONCEPTS: THE BASIS FOR BICYCLE LAWS AND RULES"

OBJECTIVE TWO

Given a list of bicycle laws and rules and a list of the basic traffic concepts, the student will *identify* those concepts that apply to the laws and rules.

NOTE: Either Fourth Through Sixth Grades, "Traffic Safety Concepts," Lesson One, Two, and Three, or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication, should be completed before this lesson.

KEY POINTS

1. Laws and rules give order to the hostile environment and are necessary for directing highway users. They help separate the highway users from each other by telling them what they should do in traffic situations to avoid hitting each other or having other kinds of accidents.

2. Bicyclists can make better decisions if they *know* the laws and rules and *obey* them. Laws and rules help bicyclists to:

   a. *identify* important clues,

   b. *predict* what other highway users should do,

   c. *decide* what to do, and

   d. take the safest *action* in a traffic situation.

   If highway users do not *know* and obey the laws and rules, bad decisions can be made and people can be hurt.

3. Laws and rules give meaning to signs, signals, and symbols. For example, a red light at an intersection only means stop to highway users who *know* the laws and rules that give meaning to this signal.

4. Laws and rules establish a common communication system among highway users. The laws and rules tell all highway users what they should do. If laws and rules are *obeyed*, the performance of all highway users in the hostile street environment is orderly, predictable, and much safer.

5. If bicyclists *obey* the laws and rules, their actions are expected and predictable to other people.

MATERIALS NEEDED

One copy each of "Operation Of Bicycles And Play Vehicles: Bicycle Safety Rules" and "Operation Of Bicycles And Play Vehicles, Arizona Revised Statutes" included with this lesson. (Activity 1 and 4)

Masking tape (or chalk) for setting up a simulated street corner in your classroom. (See "Directions For Setting Up Simulated Street Intersections" included with this lesson.) (Activity 3)

For each student make a ditto copy of "Bicycle Laws And Rules And Traffic Safety Concepts: Observation Form." (Activity 4)

For each group of two students make a "Bicycle Rules Concept Game" game board, set of cards and markers, and set of directions. (Activity 5)

For each student make a ditto copy of the assessment.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain to students that most accidents can be prevented if *we* make the right decisions in traffic situations. Laws and rules help us make orderly, predictable, and much safer decisions in the hostile environment of the street.

   Laws and rules have been made to separate highway users from each other and to give all users the same meaning for signs, symbols, signals, laws, and rules.

   Laws and rules help bicyclists *identify* important clues, *predict* what others *should* do, *decide* what to do, and *act* more safely in traffic situations. The laws and rules, however, only tell the highway users what they *should* do. They don't *make* people do the *right thing*. If highway users do not *know* and *obey* the rules and laws, people can get hurt or even killed.

   Ask students to tell the rules *they use* and laws *they obey* (when bicycling) to make their actions predictable to others. List the rules on the chalkboard, then add to the list from the sheets "Operation Of Bicycles And Play Vehicles, Arizona Revised Statutes" and "Operation Of Bicycles And Play Vehicles, Bicycle Safety Rules." Discuss the list of laws and rules. If *obeyed* by all highway users, how do these laws and rules make the hostile environment of the street orderly, predictable, and much safer? Emphasize the relationship of each rule or law to the traffic safety concepts:

   a. The street is a *hostile environment*.

b. We can make safer *decisions* (I.P.D.A.).

c. We *communicate* with other users.

d. We *act* predictably.

(See the back of the sheet, "Operation Of Bicycles And Play Vehicles: Bicycles Safety Rules," for suggested relationships.)

2. Begin as in Activity 1. Add an *observation* of bicyclist behavior near the school.

   Divide the students into groups of five or six students each. Each day one group will join you to observe bicyclist behavior during and immediately following school dismissal. Focus your observation on the rules being followed and the relationship of the rule to a specific traffic safety concept.

   The morning following each observation have students discuss what they saw. Emphasize the relationship between the traffic safety concepts (hostile environment, predictability, communication, decision making) and the rules they observed being obeyed.

3. Begin as in Activity 1. Add a *demonstration* and discussion of bicycle rules and the related traffic concepts. (See "Operation Of Bicycles And Play Vehicles: Bicycle Safety Rules.") Individual students choose a rule and with the help of one or two others, demonstrate the rule on a simulated street corner set up on the playground. (See "Directions For Setting Up Simulated Street Intersections.") Class members identify the rule and the related basic traffic safety concept used in the demonstration.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. Enlarge upon Activity 2. Have students record their after school observations on the "Bicycle Laws And Rules And Traffic Safety Concepts: Observation Form."

5. Students play "Bicycle Rules And Concepts Game."

SUMMARY

Remind the students that bicyclists' laws and rules are made by people to protect people in a hostile street environment. These laws and rules help to separate highway users from each other and to give order to the hostile street environment by communicating through a common system of signs, signals, and symbols. These laws and rules tell you what people should do in traffic situations. If people know and obey these laws and rules, their actions are predictable and this helps people to prevent accidents.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment item to each student. Have them write the number of the safety concept that best applies to the bicyclists' laws and rules that are listed. To achieve the objective, the student should identify correctly the safety concepts for 10 of the 12 laws listed. An assessment key is provided. Score, record, and give help when needed.

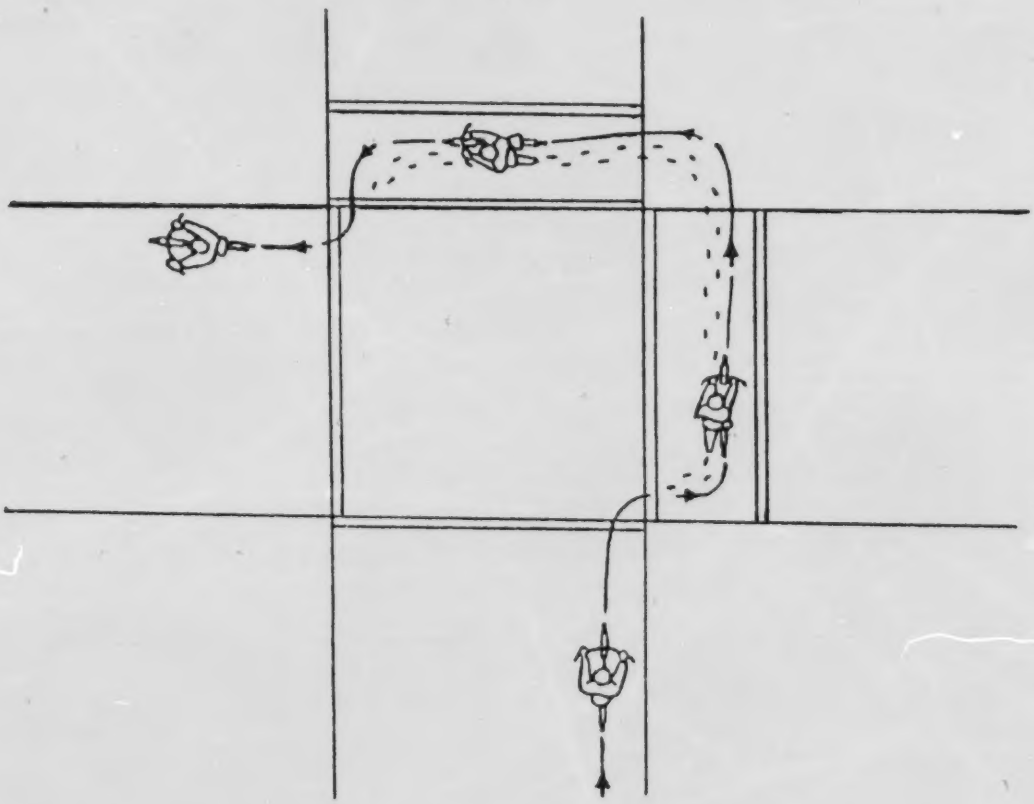
OPERATION OF BICYCLES

AND PLAY VEHICLES:

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less travelled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right-of-way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Refuse to carry passengers or large packages.
10. Make bicycle repairs off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should be painted white.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line - never weave in and out of traffic.
21. On less travelled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

BICYCLE SAFETY RULES

The following list suggests ways in which the rules help make the street orderly, predictable, and much safer.

1. Act *predictably*. This is where you are expected to ride.

2, This is an *orderly* way to move and makes you more *predictable*.
20.

3. All highway users observe the same rules and can act more predictably. They know what *should* be done and what to expect from other users.

4. As part of your *decision making* (I.P.D.A.) identify areas that are less traveled and ride there . . . heavy traffic is part of the *hostile* environment.

5. This is against the law. A freeway is an extremely *hostile* environment for slow moving vehicles.

6. *Communicate* your plans to other users.

7. The street is a *hostile environment*. It is better to yield the right-of-way when in doubt and to stay alive rather than to be right and dead.

8. This helps you to *make* safer *decisions* and to be more *predictable*.

9, The street is a *hostile environment*. Don't add to your chances for injury.
18.

10, The road is a *hostile environment*.
11.

12. Act *predictable*.

13. It is unlawful and dangerous. Why add to the *hostility of the street environment*.

14. Be *predictable*.

15, You can *communicate* your presence to other users.
16,
17,
19.

21, It helps you to *make* safer *decisions* and you will be more *predictable*.
21a.

22. Be *predictable* and courteous.

23, Don't add to danger—the street is hostile.
24,
25.

OPERATION OF BICYCLES

AND PLAY VEHICLES:

ARIZONA REVISED STATUTES

28-811. Application of provisions

A. The parent of a child and the guardian of a ward shall not authorize or knowingly permit the child or ward to violate any of the provisions of this chapter.

B. The regulations of this chapter in their application to bicycles shall apply when a bicycle is operated upon any highway or upon any path set aside for the exclusive use of bicycles subject to those exceptions stated in this article.

28-812. Traffic laws apply to persons riding bicycles

Every person riding a bicycle upon a roadway shall be granted all the rights and shall be subject to all duties applicable to the driver of a vehicle by this chapter, except as to special regulations in this article, and except as to those provisions of this chapter which by their nature can have no application.

28-813. Riding on bicycles

A. A person propelling a bicycle shall not ride other than upon or astride a permanent and regular seat attached thereto.

B. No bicycle shall be used to carry more persons at one time than the number for which it is designed and equipped.

28-814. Clinging to vehicles

No person riding upon any bicycle, coaster, rollerskates, sled or toy vehicle shall attach the same or himself to any vehicle upon a roadway.

28-815. Riding on roadways and bicycle paths

A. Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practical, exercising due care when passing a standing vehicle or one proceeding in the same direction.

B. Persons riding bicycles upon a roadway shall not ride more than two abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

C. Wherever a usable path for bicycle has been provided adjacent to a roadway, bicycle riders shall use the path and shall not use the roadway.

28-816. Carrying articles

No person operating a bicycle shall carry any package, bundle or article which prevents the driver from keeping at least one hand upon the handle bars.

28-817. Lamps and other equipment on bicycles

A. Every bicycle when in use at nightime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least five hundred feet to the front and with a red reflector on the rear of a type approved by the department which shall be visible from all distances from fifty feet to three hundred feet to the rear when directly in front of lawful upper beams of head lamps on motor vehicles. A lamp emitting a red light visible from a distance of five hundred feet to the rear may be used in addition to the red reflector.

B. No person shall operate a bicycle equipped with a siren or whistle.

C. Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

(from "ARIZONA REVISED STATUTES")
available from:

ARIZONA HIGHWAY DEPARTMENT
Traffic Safety Division
1655 West Jackson
Phoenix, Arizona 85007

INFORMATION SHEET

MESA BICYCLE ORDINANCE

10-1-16. Traffic laws applicable to persons riding bicycles:

Every person riding a bicycle upon a roadway in the City of Mesa shall be granted all of the rights and shall be subject to all of the duties applicable to vehicles or by the traffic laws of this City of Mesa applicable to the driver of a vehicle, except as to special regulations herein and except as to those provisions of law which by their nature can have no application.

10-1-17. Obedience to traffic-control devices:

Any person operating a bicycle shall obey the instructions of official traffic-control signals, signs, and other control devices applicable to vehicles, unless otherwise directed by a police officer.

Whenever authorized signs are erected indicating that no right or left or U turn is permitted, no person operating a bicycle shall disobey the direction of any such sign, except where such person dismounts from the bicycle to make such turn, in which event such person shall then obey the regulations applicable to pedestrians.

10-1-18. Riding on roadways and bicycle paths:

Every person operating a bicycle upon a roadway shall ride as near to the right hand side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

Persons riding bicycles upon a roadway shall not ride more than two (2) abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

10-1-19. Speed:

No person shall operate a bicycle at a speed greater than is reasonable and prudent under the conditions then existing.

10-1-20. Emerging from alley or driveway:

The operator of a bicycle emerging from an alley, driveway, or building, shall upon approaching a sidewalk or the sidewalk area extending across any alleyway, yield the right-of-way to all pedestrians approaching on said sidewalk or sidewalk area, and upon entering the roadway shall yeild the right-of-way to all vehicles approaching on said roadway.

10-1-21. Clinging to vehicles:

No person riding upon any bicycle shall attach the same or himself to any vehicle upon a roadway.

10-1-22. Carrying articles:

No person operating a bicycle shall carry any package, bundle, or article which prevents the rider from keeping at least one (1) hand upon the handle bars.

10-1-23. Parking:

No person shall park a bicycle upon a street other than upon the roadway against the curb or upon the sidewalk in a rack to support the bicycle or against a building or at the curb, in such a manner as to afford the least obstruction to pedestrian traffic.

10-1-24. Riding on sidewalks:

No person shall ride a bicycle upon a sidewalk within a business district.

The Chief of Police is authorized to erect signs on any sidewalk or roadway prohibiting the riding of bicycles thereon by any person and when such signs are in place no person shall disobey the same.

10-1-25. Lamps and other equipment on bicycles:

Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least 500 feet to the front and with a red reflector on the rear of a type which shall be visible from all distances from fifty feet (50') to 300 feet to the rear when directly in front of lawful upper beams of head lamps on a motor vehicle. A lamp emitting a red light visible from a distance of 500' to the rear may be used in addition to the red reflector.

No bicycle shall be equipped with nor shall any person use upon a bicycle any siren or whistle.

Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheel skid on dry, level, clean pavement. (Res. No. 860 10-19-1948)

10-1-26. Unlawful acts:

It shall be unlawful for any person to fail to register and secure license for any bicycle owned by such person, or to violate any of the provisions of the City of Mesa Bicycle Code, as stated herein, providing for the registration, licensing, and regulation of all bicycles operated in the Municipality.

That the parent of any child or the guardian of any ward shall not authorize or knowingly permit any such child or ward to violate any of the provisions of this chapter.

Every person convicted of a violation of any provision of this Chapter shall be punished by a fine of not more than $300, or by imprisonment in the City Jail for not more than 6 months or both, or by impounding of such person's bicycle for a period of not to exceed 60 days. Ird, #227 10-19-1948.

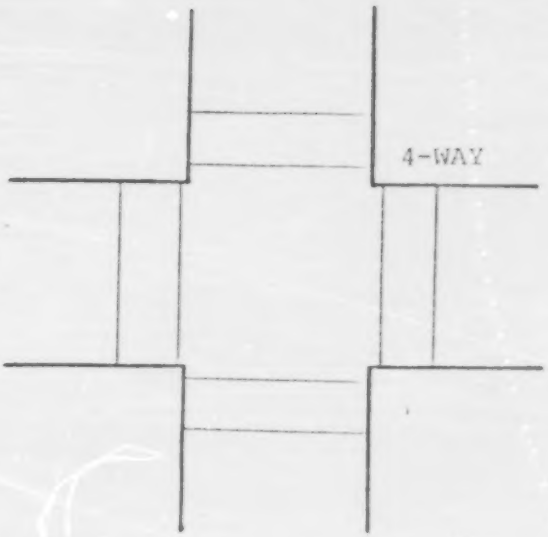
DIRECTIONS FOR SETTING UP SIMULATED STREET INTERSECTIONS

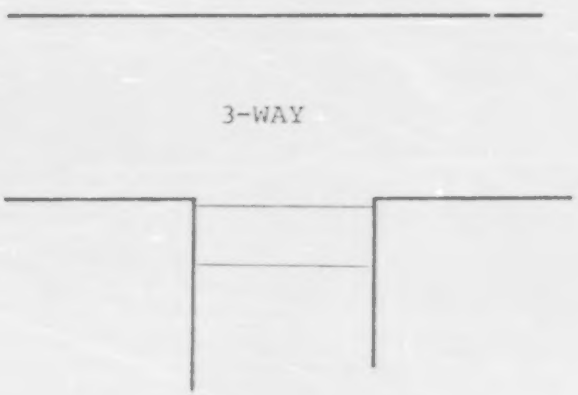
Masking tape or chalk can be used for setting up simulated intersections in your classroom. (The gym or playground may also be used if there is a problem of classroom space.)

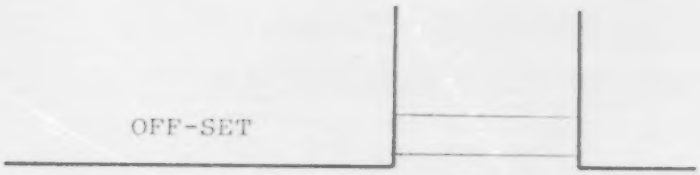
The intersections should include crosswalks that are either drawn with chalk or laid out with white tape. The intersections should resemble the ones shown below. (You may wish to add lines to indicate lanes for traffic.) The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approx.)

Street width - 12' (3.5 m)
Crosswalk width - 3' (1 m)







BICYCLE LAWS AND RULES AND TRAFFIC SAFETY CONCEPTS

OBSERVATION FORM

Record the traffic safety concept you see bicyclists obeying or ignoring.

1. Hostile Environment
2. Make Decisions (I.P.D.A.)
3. Communicate
4. Predictable

TELL WHAT BICYCLIST DID	TRAFFIC SAFETY CONCEPT THAT BEST FITS SITUATION
For Example: 1. wore white at night	Concept 3. (Communicate)

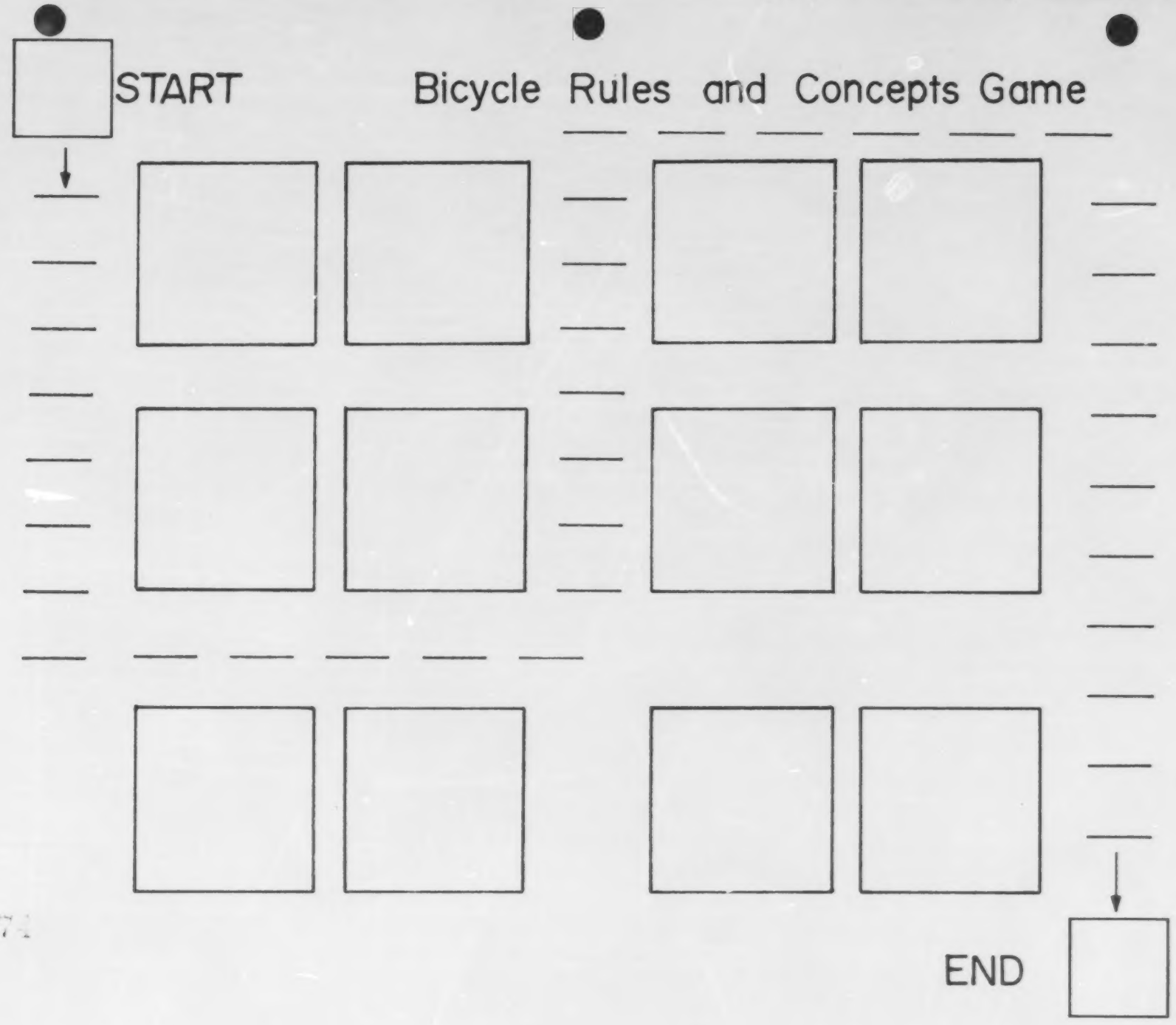
BICYCLE RULES AND CONCEPTS GAME

DIRECTIONS

NUMBER OF PLAYERS: 2

1. Turn all cards face down.
2. Mix them up.
3. Each player in turn picks up one card and
   a. moves ahead the number of spaces given, or
   b. moves back the number of spaces given, or
   c. moves no spaces if he gets a blank card.
4. Places card face up in a discard pile.
5. Next player picks a card and does the same.
6. Play continues until a player reaches END.
7. First player to reach END is the winner.

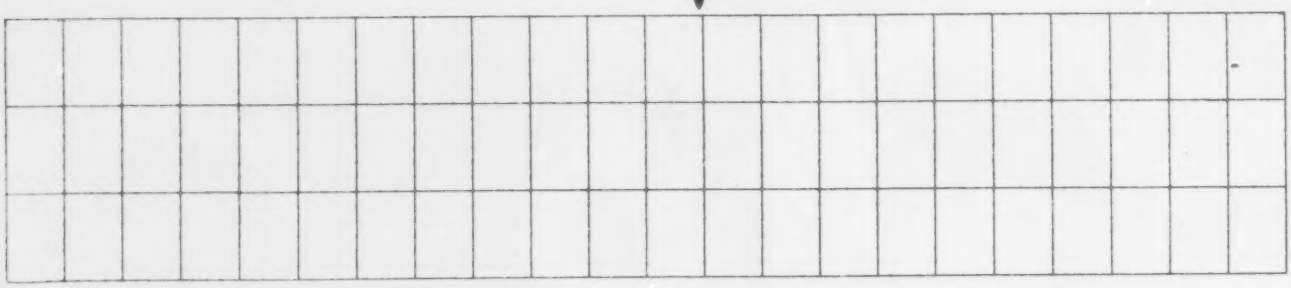
NOTE: If all cards are used *before* anyone reaches the END, again turn cards face down and mix them up. Then continue play.


START
Bicycle Rules and Concepts Game
END

·USED EYE CONTACT ·COMMUNICATION ·MOVE AHEAD 5 SPACES	·PARKED OFF ROAD-WAY OUT OF WAY ·PREDICTABILITY ·MOVE AHEAD 3 SPACES	·PUT PACKAGES IN BASKET ·HOSTILE ·MOVE AHEAD 2 SPACES
·FAILED TO YIELD ·I.P.D.A. ·MOVE BACK 3 SPACES	·STOP BEFORE ENTERING STREET ·I.P.D.A. ·MOVE AHEAD 6 SPACES	·RODE ON SIDEWALK WHEN PERMITTED ·HOSTILE ·MOVE AHEAD 4 SPACES
·RODE ON RIGHT SINGLE FILE ·PREDICTABILITY ·MOVE AHEAD 4 SPACES	·DROVE BETWEEN PARKED CARS ·PREDICTABILITY ·MOVE BACK 7 SPACES	·CLOWNING AND SHOWING OFF ON BIKE ·HOSTILE ·MOVE BACK 10 SPACES
·SIGNALLED TURN ·COMMUNICATION ·MOVE AHEAD 2 SPACES	·LIGHT ON FRONT AND RE-FLECTOR ON BACK OF BIKE ·COMMUNICATION ·MOVE AHEAD 4 SPACES	·HITCHED A RIDE ·HOSTILE ·MOVE BACK 10 SPACES
·WALKED BIKE ACROSS BUSY STREET ·I.P.D.A./PREDICTABILITY ·MOVE AHEAD 7 SPACES	·WEAVING IN AND OUT OF TRAFFIC ·HOSTILE/PREDICTABILITY ·MOVE BACK 8 SPACES	·RODE IN MIDDLE OF LANE, SLOWING TRAFFIC ·HOSTILE ·MOVE BACK 6 SPACES
·CARRIED PASSENGER ·HOSTILE ·MOVE BACK 5 SPACES	·BIKE HAS BELL ·COMMUNICATION ·MOVE AHEAD 2 SPACES	·DIDN'T RIDE IN DUST STORM ·HOSTILE ·MOVE AHEAD 6 SPACES
·CARRIED LARGE PACKAGE ·HOSTILE ·MOVE BACK 5 SPACES	·RODE IN BIKE WAY ·HOSTILE/PREDICTABILITY ·MOVE AHEAD 4 SPACES	·DIDN'T RIDE IN RAIN ·HOSTILE ·MOVE AHEAD 6 SPACES
·REPAIRED BIKE AWAY FROM ROAD ·HOSTILE ·MOVE AHEAD 3 SPACES	·OBEYED SIGNS AND SIGNALS ·PREDICTABILITY ·MOVE AHEAD 8 SPACES	·RODE IN SAME DIRECTION AS TRAFFIC ·I.P.D.A./PREDICTABILITY ·MOVE AHEAD 7 SPACES

CUT FOR PLAYING CARDS

CUT FOR MARKERS



ASSESSMENT NAME _____

In the space provided write the number of the safety concept that best fits the rule.

1. Hostile Environment
2. Make Decisions (I.P.D.A.)
3. Communicate
4. Predictable

1. When you ride on the right-hand side of the roadways with traffic, you are _____.
2. Whenever possible, you should ride your bike on less traveled roadways because heavy traffic is part of the _____.
3. When you obey all traffic signs and signals, you are _____.
4. When you signal your intentions to turn or to stop, you _____ to other highway users.
5. When you yield the right-of-way to pedestrians and automobiles, this helps you to _____ about the traffic situation.
6. When you stop or park your bike, you should always do this off the paved portion of the street because the street is a _____.
7. If your bicycle is equipped properly with a white headlight and a red rear reflector for night riding, you _____ your presence to other highway users.
8. When you walk your bike across busy streets at the intersection, this helps you to _____, and your actions will be more _____.
9. When you wear light-colored clothing at night, you _____ to other highway users.
10. You should always come to a full stop before entering a street or highway because this helps you to _____ about the traffic.
11. If you equip your bicycle with a bell or other warning device, you _____ with other highway users.
12. When you ride with a group of bicyclists you should always ride single file because this makes your actions more _____.

ASSESSMENT NAME KEY

In the space provided write the number of the safety concept that best fits the rule.

1. Hostile Environment
2. Make Decisions (I.P.D.A.)
3. Communicate
4. Predictable

1. When you ride on the right-hand side of the roadways with traffic, you are 4 .
2. Whenever possible, you should ride your bike on less traveled roadways because heavy traffic is part of the 1 .
3. When you obey all traffic signs and signals, you are 4 .
4. When you signal your intentions to turn or to stop, you 3 to other highway users.
5. When you yield the right-of-way to pedestrians and automobiles, this helps you to 2 about the traffic situation.
6. When you stop or park your bike, you should always do this off the paved portion of the street because the street is a 1 .
7. If your bicycle is equipped properly with a white headlight and a red rear reflector for night riding, you 3 your presence to other highway users.
8. When you walk your bike across busy streets at the intersection, this helps you to 2 , and your actions will be more 4 .
9. When you wear light-colored clothing at night, you 3 to other highway users.
10. You should always come to a full stop before entering a street or highway because this helps you to 2 about the traffic.
11. If you equip your bicycle with a bell or other warning device, you 3 with other highway users.
12. When you ride with a group of bicyclists you should always ride single file because this makes your actions more 4 .

PEDESTRIAN SAFETY – FOURTH GRADE

"BASIC TRAFFIC SAFETY CONCEPTS: THE BASIS FOR PEDESTRIAN LAW AND RULES"

OBJECTIVE TWO

Given a list of pedestrian laws and rules and a list of the basic traffic concepts, the student will *identify* those concepts that apply to the laws and rules.

NOTE: Either Fourth Through Sixth Grades, "Traffic Safety Concepts," Lessons One, Two, and Three, or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication, should be completed before this lesson.

KEY POINTS

1. Laws and rules help to separate highway users from each other, and help people to operate safely in the hostile environment of the street.

2. Laws and rules give *order* to the hostile environment of the street by telling people what they should do in traffic situations.

3. Pedestrians can make better decisions if they *know* the laws and rules and *obey* them. Laws and rules help pedestrians to:

   a. *identify* important clues,

   b. *predict* what other highway users should do,

   c. *decide* what to do, and

   d. take the safest and most predictable *action* in a traffic situation.

   If highway users do not *know* and *obey* the laws and rules, bad decisions will be made and people probably will be hurt.

4. Laws and rules give meaning to signs, signals, and symbols. For example, a red light at an intersection only means stop if highway users *know* the laws and rules that give meaning to this signal.*

*In this lesson it is assumed that students have learned the meanings, shapes, and colors of standard traffic signs, signals, and symbols. Several information sheets are attached if review is necessary.

5. Laws and rules establish a common communication system among highway users. They communicate to all highway users what they should do. If laws and rules are obeyed, the performance of all highway users in the hostile environment of the street is orderly, predictable, and much safer.

6. If pedestrians *obey* the laws and rules, their actions are expected and predictable to other people.

MATERIALS NEEDED

One teacher copy of "Laws Governing Pedestrians, State Of Arizona, Arizona Revised Statutes," and "Traffic Safety Concepts And Pedestrian Safety Rules: Written Exercises" included with this lesson. (Activity 1 and 2)

For each student make a ditto copy of "Traffic Safety Concepts And Pedestrian Safety Rules: Written Exercise." (Activity 2)

Make transparency from master. Obtain overhead projector. (Activity 2)

For each student make a ditto copy of "Safety Slogans." (Activity 4)

Poster paper, crayons, paint, etc., for each student. (Activity 5)

For each student make a ditto copy of the assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain to students that most accidents can be prevented if *we* make the right decisions in traffic situations. Laws and rules help us make orderly, predictable, and much safer decisions in the hostile environment of the street.

   Laws and rules have been made to separate highway users from each other and to give them (vehicle drivers, riders, and pedestrians) the same meanings for signs, symbols, signals, laws, and rules.

   Laws and rules help pedestrians *identify* important clues, *predict* what others *should* do, *decide* what to do, and *act* more safely in traffic situations. The laws and rules, however, only tell the highway users what they *should* do. They don't *make* people do the *right thing*. If highway users do not *know* and *obey* the rules and laws, people can get hurt or even killed.

   Ask students to tell all the rules they use and laws they obey on the way to school which help make their actions predictable to others. List the rules on the chalkboard, then add to the list from the sheets "Traffic Safety Concepts And Predestrian Safety Rules: Written Exercise" and "Laws Governing Pedestrians, State Of Arizona, Arizona

Revised Statutes." Discuss the list of laws and rules. If *obeyed* by all highway users, how do these laws and rules make the hostile environment of the street orderly, predictable, and much safer? Emphasize the relationship of each rule or law to the traffic concepts:

a. The street is a *hostile environment*.

b. We can *make* safer *decisions* (I.P.D.A.).

c. We *communicate* with other users.

d. We act *predictably*.

(See the back of the master "Traffic Safety Concepts And Pedestrians Safety Rules: Written Exercise," for suggested relationships.)

Remember: Even though we obey every law or rule we may still get hurt. The street is a hostile environment, made for vehicles not people.

2. Begin as in Activity 1. Add a *written exercise*.

Distribute copies of "Traffic Safety Concepts And Pedestrian Safety Rules: Written Exercise." Discuss the directions and have students complete the exercise. When students have completed the exercise discuss their responses. (See the Key, "Traffic Safety Concepts and Pedestrian Safety Rules: Written Exercise" for suggested responses.)

Conclude with the reminder that the street is a hostile place and when pedestrians enter it they can and do get hurt. Rules don't *make* people do things they only tell people what they should do. Even though you are right you may be . . . (show transparency).

3. Begin as in Activity 1. Add an *observation* of pedestrian behavior near the school.

Divide the students into groups of five or six students each. Each day one group will join you to observe pedestrian behavior during and immediately following school dismissal.

Focus your observation on the rules being followed and the relationship of the rule to a specific traffic safety concept.

The morning following each observation have students discuss what they saw. Emphasize the relationship between the traffic safety concepts (hostile environment, predictability, communication, decision making), and the rules they observed being obeyed.

Stress the hostile nature of the street. Even though we follow all rules and laws as well as using the decision-making process, we can still be hurt. The street is for vehicles not people.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. Distribute copies of the sheet "Safety Slogans." Students write the missing word for each slogan.

5. Have students design posters using their own pedestrian safety slogans.

SUMMARY

Remind the students that pedestrian laws and rules are made by people to protect people in a hostile street environment. These laws and rules help to separate highway users from each other and to give order to the hostile street environment by communicating through a common system of signs, signals, and symbols what people *should* do in traffic situations. If people *know* and *obey* these laws and rules, their actions are predictable and this helps people to prevent accidents.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment item to each student. Have them write the number of the safety concept that best applies to the pedestrian laws and rules that are listed. To achieve the objective the student should identify correctly the safety concepts for 10 of the 12 laws listed. An assessment key is provided. Score, record, and give help where needed.

TRAFFIC SAFETY CONCEPTS AND PEDESTRIAN SAFETY RULES: WRITTEN EXERCISE

Directions: Match one or more of the traffic safety concepts listed below with a pedestrian safety rule it best fits. Put the number of the concept in front of the rule. The first one is done for you.

TRAFFIC SAFETY CONCEPTS

1. HOSTILE ENVIRONMENT
2. DECISION MAKING (I.P.D.A.)
3. PREDICTABILITY
4. COMMUNICATION

3 1. Know and obey all traffic regulations.
____ 2. Observe and obey all traffic signs and signals.
____ 3. Be courteous to the operators of vehicles and to other pedestrians.
____ 4. Be alert and willing to help others unfamiliar with pedestrian safety rules.
____ 5. Wear or carry something white at night.
____ 6. Never play along the streets or highways.
____ 7. Walk on the left side of the road facing approaching traffic when there is no sidewalk.
____ 8. Walk on the sidewalk whenever possible.
____ 9. Pass oncoming pedestrians to the right.
____ 10. Watch for cars backing from alleys or driveways.
____ 11. Cross the street at intersections or pedestrian crosswalks.
____ 12. Stop at the curb or side of the road, look both ways and around all nearby corners before crossing.
____ 13. Walk directly across the crosswalk without loitering.
____ 14. Watch for cars turning across the crosswalk.
____ 15. Practice direct eye contact with drivers when crossing in front of their cars. Make sure they see you!
____ 16. Never dart into the street from behind parked cars or other obstacles.
____ 17. Avoid busy and crowded streets and intersections.
____ 18. Stop and look both ways before crossing railroad tracks.
____ 19. Be especially cautious in bad and stormy weather.
____ 20. Get out of automobiles on the curb side.
____ 21. Never hitch-hike. It is dangerous and unlawful.

TRAFFIC SAFETY CONCEPTS AND PEDESTRIAN SAFETY RULES: WRITTEN EXERCISE

Directions: Match one or more of the traffic safety concepts listed below with a pedestrian safety rule it best fits. Put the number of the concept in front of the rule. The first one is done for you.

TRAFFIC SAFETY CONCEPTS

1. HOSTILE ENVIRONMENT
2. DECISION MAKING (I.P.D.A.)
3. PREDICTABILITY
4. COMMUNICATION

3 1. Know and obey all traffic regulations.
3 2. Observe and obey all traffic signs and signals.
1 3. Be courteous to the operators of vehicles and to other pedestrians.
3 4. Be alert and willing to help others unfamiliar with pedestrian safety rules.
4 5. Wear or carry something white at night.
1 6. Never play along the streets or highways.
2,3 7. Walk on the left side of the road facing approaching traffic when there is no sidewalk.
3 8. Walk on the sidewalk whenever possible.
3 9. Pass oncoming pedestrians to the right.
1 10. Watch for cars backing from alleys or driveways.
2 11. Cross the street at intersections or pedestrian crosswalks.
2 12. Stop at the curb or side of the road, look both ways and around all nearby corners before crossing.
3,1 13. Walk directly across the crosswalk without loitering.
2 14. Watch for cars turning across the crosswalk.
4 15. Practice direct eye contact with drivers when crossing in front of their cars. Make sure they see you!
3 16. Never dart into the street from behind parked cars or other obstacles.
2 17. Avoid busy and crowded streets and intersections.
2 18. Stop and look both ways before crossing railroad tracks.
1 19. Be especially cautious in bad and stormy weather.
3 20. Get out of automobiles on the curb side.
1 21. Never hitch-hike. It is dangerous and unlawful.

The following list suggests ways in which the rules help make the street orderly, predictable, and much safer.

1. All highway users have the same meaning and can act more *predictably*. They know what should be done and what to expect from other users.

2. This helps highway users act *predictably*. They know what they should do and what they expect others to do.

3. The street is a *hostile environment*. You may be right but dead right.

4. Street use is more orderly and predictable when *all* know and use the rules.

5. You *communicate* your presence to other users. They can see you more easily.

6. The street is a *hostile environment*. You can get hurt or even killed.

7. You can *make* better *decisions* (I.P.D.A.) when you see traffic situations and are more *predictable*. Other users expect you to walk there.

8. Act *predictably*. That's where you are expected to walk.

9. This is an orderly way to move and helps you be more *predictable*.

10. The street is a *hostile environment*.

11. You and other users can make *better decisions* (I.P.D.A.) and be *more predictable*
12. when laws are obeyed.

13. Act predictably. Vehicle drivers don't expect you to play here. The street is a *hostile environment*.

14. As part of the *decision-making process* (I.P.D.A.) a safer pedestrian identifies this as one action a driver may take.

15. *Communicate* directly with the driver. Make sure the driver sees you.

16. Be *predictable*. Drivers don't expect you to come from unexpected places.

17. As part of your *decision-making* process (I.P.D.A.) identify areas that are less traveled and cross there.

18. Know what is happening. Use your *decision-making* skills (I.P.D.A.).

19. The street is even more *hostile* in bad and stormy weather.

20. Be *predictable*. Drivers do not expect doors to open in front of them.

21. You can get hurt or killed *without* taking chances. Why add to your dangers in the *hostile environment* of the street.

SAFETY SLOGANS

Directions: Write the missing word to complete these poster slogans.

COMMUNICATE

Wear _____
at Night.

HOSTILE ENVIRONMENT

Never _____
Along the Highway.

I.P.D.A.

Don't Stop Forever
All Your Learning,
Watch for Cars
That May be _____.

BE PREDICTABLE

Never Dart
Into the _____.
You Could Get Knocked
Off Your Own Two Feet.

KEY

SAFETY SLOGANS

Directions: Write the missing word to complete these poster slogans.

COMMUNICATE

Wear White
at Night.

HOSTILE ENVIRONMENT

Never Play
Along the Highway.

I.P.D.A.

Don't Stop Forever
All Your Learning,
Watch for Cars
That May be Turning.

BE PREDICTABLE

Never Dart
Into the Street.
You Could Get Knocked
Off Your Own Two Feet.

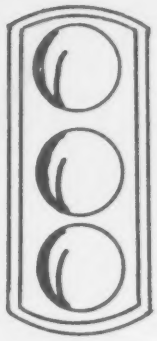
DEAD RIGHT

INFORMATION SHEET

TRAFFIC SIGNS & SIGNALS

1.

2.



3.

4.

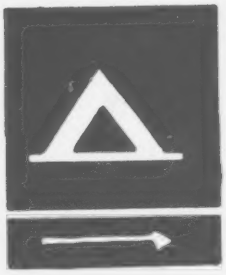
5.

6.

7.

8.

9.



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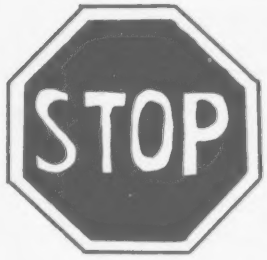

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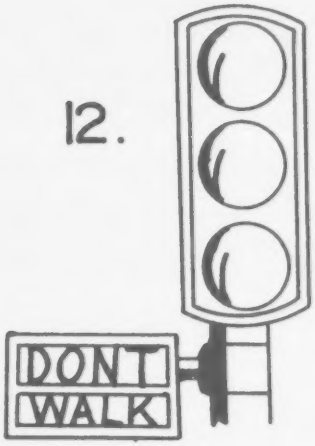


13.

TRAFFIC SIGNS AND SIGNALS

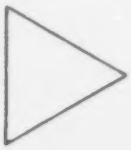
NAME	COLORS*	TYPE
1. Pedestrian crossing.	Yellow and black.	Warning sign.
2. Traffic signal.	Placement always red, yellow, green.	Traffic signal.
3. Hill.	Yellow and black.	Warning sign.
4. Bicycle Route.	Green and white.	Guide or information sign.
5. Yield.	Red and white.	Yield right-of-way; proceed with caution.
6. *No* Left Turn.	White, black, with red circle and slash.	Regulatory sign. Prohibitory sign.
7. Speed limit (mph).	White and black.	Regulatory sign.
8. School crossing.	Yellow and black.	School area warning sign.
9. Camping.	Blue and white.	Service sign.
10. STOP sign.	Red and white.	Stop sign only.
11. Railroad.	Yellow and black.	Railroad sign.
12. Don't Walk or Walk.	Red. Green or white.	Traffic signal.
13. Do Not Enter.	White and red.	Regulatory sign.

*These COLORS are new international colors which will soon be used throughout the world.

INFORMATION SHEET:

STANDARD SHAPES AND COLORS OF TRAFFIC SIGNS

OCTAGON:
Exclusively for Stop signs.



PENNANT:
Advance warning of No Passing Zones.

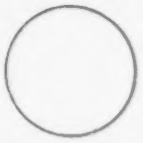
HORIZONTAL RECTANGLE:
Generally for guide signs.

VERTICAL RECTANGLE:
Generally for regulatory signs.

DIAMOND:
Exclusively to warn of existing or possible hazards on roadways or adjacent areas.

EQUILATERAL TRIANGLE:
Exclusively for Yield signs.

PENTAGON:
School advance and school crossing signs.



ROUND:
Railroad (Advance Warning) signs.

STANDARD COLORS:

RED: Stop or prohibition. GREEN: Indicated movements permitted, direction guidance. BLUE: Motorist services guidance. YELLOW: General warning. BLACK: Regulation. WHITE: Regulation. ORANGE: Construction and maintenance warning. BROWN: Public recreation and scenic guidance.

INFORMATION SHEET

(color, shape, and lettering of signs)

STOP SIGN	–	Means stop. It is a white message with white border on red background. The sign is octagon shaped.
YIELD SIGN	–	Means slow to 15 mph or less and proceed with caution. The YIELD sign is a downward pointing, equilateral triangle having a red border band leaving a white interior with the word Yield in red inside the border band.
WARNING SIGN	–	Means danger ahead, proceed with caution. Coloring is traditionally black on yellow and the shape is diamond.
REGULATORY SIGN	–	Contains a specific instruction to the driver. The signs are rectangular with black lettering on white background.
RAILROAD SIGN	–	Means a railroad intersects the path. The Highway sign is round, and is yellow with black lettering and black crossbuck. The railroad crossing sign is a crossbuck sign painted white with black lettering.
SCHOOL CROSSING SIGN	–	Means a crossing near a school. The signs are pentagon shaped, yellow in color with a black border band, lettering and figures. The school crossing sign has two figures walking within a crosswalk carrying books while the advance warning sign has just the figures carrying books but not showing a crosswalk.
GUIDE SIGN	–	Provides information. It is green with a white border band and lettering. For most guide signs the information is so variable that there can be no rigidly standardized size.

LAWS GOVERNING PEDESTRIANS

STATE OF ARIZONA

ARIZONA REVISED STATUTES

28-791. Pedestrians subject to traffic regulations

A. Pedestrians shall be subject to traffic-control signals at intersection as provided in 28-645 unless required by local ordinance to comply strictly with such signals, but at all other places pedestrians shall be accorded the privilege and shall be subject to the restrictions stated in this article.

B. Local authorities are empowered by ordinance to require that pedestrians shall strictly comply with the directions of any official traffic-control signal and may by ordinance prohibit pedestrians from crossing any roadway in a business district or any designated highways except in a crosswalk.

28-792. Pedestrians' right of way in crosswalks

A. When traffic-control signals are not in place or not in operation the driver of a vehicle shall yield the right of way, slowing down or stopping if need be to so yield, to a pedestrian crossing the roadway within a crosswalk when the pedestrian is upon the half of the roadway upon which the vehicle is traveling, or when the pedestrian is approaching so closely from the opposite half of the roadway as to be in danger, but no pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that it is impossible for the driver to yield. This provision shall not apply under the conditions stated in subsection B of 28-793.

B. When any vehicle is stopped at a marked crosswalk or at any unmarked crosswalk at an intersection to permit a pedestrian to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass the stopped vehicle.

28-793. Crossing at other than crosswalks

A. Every pedestrian crossing a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right of way to all vehicles upon the roadway.

B. Any pedestrian crossing a roadway at a point where a pedestrian tunnel or overhead pedestrian crossing has been provided shall yield the right of way to all vehicles upon the roadway.

C. Between adjacent intersections at which traffic-control signals are in operation pedestrians shall not cross at any place except in a marked crosswalk.

28-794. Drivers to exercise due care

Notwithstanding the provisions of this chapter every driver of a vehicle shall exercise due care to avoid colliding with any pedestrian upon any roadway and shall give

warning by sounding the horn when necessary and shall exercise proper precaution upon observing any child or any confused or incapacitated person upon a roadway.

28-795. Pedestrians to use right half of crosswalk

Pedestrians shall move expeditiously, when practicable, upon the right half of crosswalks.

28-796. Pedestrians on roadways

A. Where sidewalks are provided it shall be unlawful for any pedestrian to walk along and upon an adjacent roadway.

B. Where sidewalks are not provided any pedestrian walking along and upon a highway shall when practicable walk only on the left side of the roadway or its shoulder facing traffic which may approach from the opposite direction.

C. No person shall stand in a roadway for the purpose of soliciting a ride from the driver of any vehicle.

28-797. School Crossings

A. In front of each school building, or school grounds abutting thereon, the commission by and with the advice of the school board or superintendent of schools, is empowered to mark or cause to be marked by the department, or local authorities, a single crosswalk where children shall be required to cross the highway.

B. Additional crossings across highways not abutting on school grounds may be approved by the department, or local authorities, upon application of school authorities, with written satisfactory assurance given the department or local authorities that guards will be maintained by the school district at the crossing to enforce the proper use of the crossing by the school children.

C. The sign manual shall provide for yellow marking of the school crossing, yellow marking of the center line of the roadway and the erection of portable signs indicating that vehicles must stop when persons are in the crossing. The manual shall also provide the type and wording of portable signs indicating that school is in session, and permanent signs providing warning of approach to school crossings.

D. When such crossings are established school authorities shall place within the highway the portable signs indicating that school is in session, placed not to exceed three hundred feet each side of the school crossings, and "Stop When Children In Crosswalk" signs at school crossings. School authorities shall maintain these signs when school is in session and shall cause them to be removed immediately thereafter.

E. No vehicle shall proceed at a speed to exceed fifteen miles per hour when approaching the crosswalk and while between the portable signs placed on the highway indicating "School In Session" and "Stop When Children In Crosswalk."

F. When the clause "School in Session" is used in this section, either refering to the period of time or to signs, it means during school hours or while children are going to or leaving school during opening or closing hours.

G. When the school authorities place and maintain the required portable "School In Session" signs and "Stop When Children In Crosswalk" signs, all vehicles shall come to a complete stop at the school crossing when the crosswalk is occupied by any person.

ASSESSMENT NAME _____

In the space provided write the number of the safety concept that best fits the rule.

1. Hostile Environment
2. Make Decisions (I.P.D.A.)
3. Communicate
4. Predictable

1. If you observe and obey all traffic signs and signals, you are _____.
2. When you always wear or carry something white at night you _____ to other people.
3. You should never play along the streets or highways because this is a _____.
4. When there is no sidewalk, always walk on the left side of the road facing approaching traffic because this helps you to _____, and to be_____.
5. If you always walk on the sidewalk whenever possible, you are _____.
6. You should always watch for cars backing from alleys or private driveways because they are part of the _____.
7. You should always cross the street at intersections or pedestrian crosswalks because this helps you to _____ and to be _____.
8. When you stop at the curb or side of the road, look both ways before crossing because this helps you to _____.
9. You should always walk directly across the street without loitering because the street is a _____ and this helps you to be _____.
10. When you watch for cars turning across the crosswalk, this helps you to _____.
11. Practice direct eye contact with the drivers of other vehicles before you enter the street. When you make sure that they see you, you _____ with them.
12. You should never dart into the street from behind parked cars or other obstacles because your actions will not be _____.

ASSESSMENT NAME KEY

In the space provided write the number of the safety concept that best fits the rule.

1. Hostile Environment
2. Make Decisions (I.P.D.A.)
3. Communicate
4. Predictable

1. If you observe and obey all traffic signs and signals, you are 4.
2. When you always wear or carry something white at night you 3 to other people.
3. You should never play along the streets or highways because this is a 1.
4. When there is no sidewalk, always walk on the left side of the road facing approaching traffic because this helps you to 3, and to be 4.
5. If you always walk on the sidewalk whenever possible, you are 4.
6. You should always watch for cars backing from alleys or private driveways because they are part of the 1.
7. You should always cross the street at intersections or pedestrian crosswalks because this helps you to 2 and to be 4.
8. When you stop at the curb or side of the road, look both ways before crossing because this helps you to 2.
9. You should always walk directly across the street without loitering because the street is a 1 and this helps you to be 4.
10. When you watch for cars turning across the crosswalk, this helps you to 2.
11. Practice direct eye contact with the drivers of other vehicles before you enter the street. When you make sure that they see you, you 3 with them.
12. You should never dart into the street from behind parked cars or other obstacles because your actions will not be 4.

PASSENGER SAFETY – FOURTH GRADE

"A CAR PASSENGER AND BASIC SAFETY CONCEPTS"

OBJECTIVE TWO

Given a simulated car situation, the student will *demonstrate* and *describe how* a passenger uses the decision-making process (I.P.D.A.), communication, and predictability when entering, riding in, and exiting an automobile.

NOTE: Either Fourth Through Sixth Grades, "Traffic Safety Concepts," Lessons One, Two, and Three, or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication, should be completed before this lesson.

KEY POINTS

1. Passengers and the traffic safety concepts:
   a. The street is a *hostile environment* for passengers because the vehicle they are riding in can be involved in an accident and the passengers can be hurt or killed.
   b. Passengers can use the decision-making process (I.P.D.A.) to assist the driver to be safer in traffic situations and to help themselves to be safer when entering, riding in, and exiting an automobile.
   c. Passengers can communicate to the driver about conditions that were unnoticed.
   d. Passengers are predictable when they follow the correct procedures of entering, riding in, and exiting an automobile.
2. *To enter* an automobile safely, a passenger should:
   a. Be sure the car is not moving before touching the door handle.
   b. Enter the car from the curb side; i.e., the side of the car next to the edge of the sidewalk or pavement.
   c. Always check for other people's hands and fingers before closing a car door.
   d. Lock all doors and leave them locked until the car stops and you are ready to get out.

3. *To ride* in an automobile safely a passenger should:

   a. Be sure doors are locked and keep them locked.

   b. Fasten seatbelt.

   c. Place all loose articles on the floor, never in the back window.

   d. Sit quietly in the car. Do not obstruct the driver's view or distract the driver's attention.

   e. Keep your head, arms, and legs inside the car to avoid possible injury.

   f. Always ride inside the car, never on the hood or fenders.

   g. When left alone in a car, a passenger should never touch any car controls or switches.

4. *To exit* from an automobile safely, a passenger should:

   a. Wait for the car to stop completely.

   b. Exit on the curb side of the street.

   c. Always be sure the door is clear of other people's hands and fingers before you close it.

   d. When you leave a car, make certain that the way is clear before you cross a street.

5. A passenger can *help a driver*:

   a. To identify important clues in the hostile street environment such as objects or people that might have been unnoticed by the driver. The passenger should quietly tell the driver of the presence of these objects or people.

   b. By not distracting the driver with loud noise or too much conversation.

   c. To help back a car, if the rear visibility is limited.

6. Ride with a skilled, experienced driver who drives safely. DO NOT RIDE WITH A PERSON YOU THINK SHOULD NOT DRIVE THE VEHICLE OR WHOM YOU THINK DOES NOT HAVE THE ABILITY TO DRIVE.

MATERIALS NEEDED

For each student make a ditto copy of "A Car Passenger: Observation Guidelines." (Activity 1, 2, and 3)

Cardboard or tagboard, masking tape, tempera paint, and chairs for seats. See "Directions For Making A Passenger Car," included with this lesson. (Activity 5)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain that as passengers in a car we have fewer decisions to make than we do as pedestrians or bicyclists. The street is still, however, a hostile environment for the passenger. The vehicle in which they are riding could be involved in an accident and the passengers hurt or killed. To be safer, the passengers should use the decision-making process (I.P.D.A.), predictability, and communication while following safe procedures for entering, riding in, and exiting an automobile.

   Write on the chalkboard:

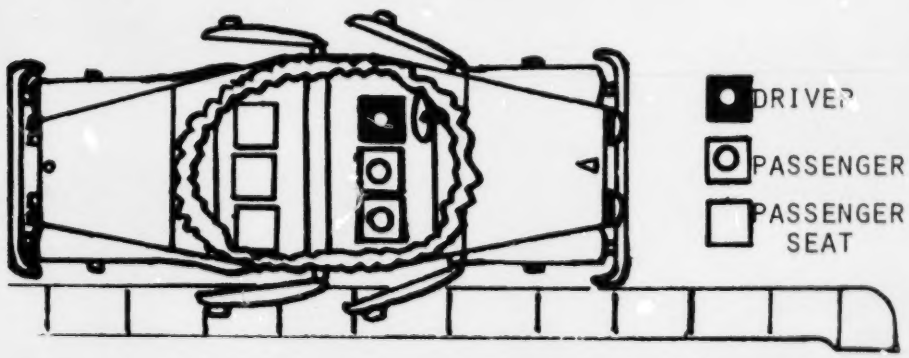
   A CAR PASSENGER

Entering	Riding In	Exiting	Helping Driver

   Have students suggest safe ways to enter, ride in, and exit a car. List the suggestions in the appropriate column. (See the Key Points provided at the beginning of this lesson and continue to list additional students' suggestions.)

   Place the following diagram on the chalkboard. Use it to review and visually explain the safest procedures for entering, riding in, and exiting a car. Discuss *how* the decision-making process (I.P.D.A.), communication, and predictability are used in each step. (See the back of the master, "A Car Passenger: Observation Guidelines," for ideas.)

   For example: Begin with passengers in the places indicated.



   Ask students questions similar to the following:

   a. *How* would two more passengers enter the car?

b. *What steps* would you follow in closing the car door?

c. *What* should passengers do while in the car?

d. *How* should a passenger in the *middle* passenger place exit the car?

As decisions are made erase or add passenger symbols and show where the passengers would exit or enter. (Refer to the list of safe procedures developed at the beginning of this activity and to the suggestions on the back of the master, "A Car Passenger: Observation Guidelines.")

2. Begin as in Activity 1. Add a *simulated demonstration.*

Have students arrange chairs to form a simulated car (see diagram in Activity 1). Give each student a copy of "A Car Passenger: Observation Guidelines" and each small group one of the provided demonstration situations. After a brief planning period, have each group use the simulated car to demonstrate their situation. As each group demonstrates the situation, the other students will use "A Car Passenger: Observation Guidelines" to see if the simulation is performed correctly.

Following each demonstration, have students discuss passenger behavior and use of the decision-making process (I.P.D.A.), communication, and predictability. (See the back of "A Car Passenger: Demonstration Situations" for ideas.)

3. Begin as in Activity 1. Add an *observation* of passenger behavior when riding with parents.

Distribute copies of "A Car Passenger: Observation Guidelines." Discuss the directions with students. Provide three days for students to complete their observations and then discuss how passengers safely entered, rode in, and exited cars, as well as, used the decision-making process (I.P.D.A.), communication, and predictability.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. *Enlarge* upon Activity 2, the demonstration situations. This time have a few students demonstrate improper benavior while the rest do the right thing. Other students identify the wrong things being done.

5. Using a large cardboard box (i.e., refrigeration carton) or other similar material, have students construct a passenger car. (See "Directions For Making A Passenger Car.") They may use the car to demonstrate correct passenger behavior.

SUMMARY

Remind the students that for passengers to be safe in the *hostile* street environment, they must use the decision-making process (I.P.D.A.), communicate, and be predictable. For passengers to enter, ride in, and exit from an automobile safely, they should always enter and exit on the curb side of the street, close the door carefully, fasten their seatbelts, sit quietly, and help the driver whenever possible.

A CAR PASSENGER:
OBSERVATION GUIDELINES

Directions: When observing passenger behavior in entering, riding in, exiting a car, and helping the driver, look for the actions that indicate the passenger uses the decision making process (I.P.D.A.), communicates to others, and uses predictability by following the proper rules and procedures listed below:

Entering

a. Waits for car to come to complete stop before touching handle.
b. Enters from curb side.
c. Checks to be sure no hands or fingers are in door before it is closed.
d. Locks door.
e. Leaves doors alone until car is stopped and passenger is ready to get out.

Riding

a. Locks door and leaves it locked.
b. Fastens seat belt.
c. Places loose articles on floor.
d. Sits quietly.
e. Doesn't block driver's view.
f. Doesn't distract driver.
g. Doesn't "horse around".
h. Keeps arms, legs, and other body parts inside car.
i. Rides inside car, not on hood or fenders.
j. Never touches any car controls or switches.

Exiting

1. Waits for car to come to complete stop before opening door.
2. Checks before opening door to make sure no one is near door.
3. Exits on curb side.
4. Closes car door after being sure no hands or fingers are in danger.
5. Makes sure street is clear before crossing street.

Helping Driver

1. Identifies clues in hostile street environment that driver may not have noticed, i.e.,: people or things he may not have seen.
2. Quietly tells the driver about the people or objects.
3. Doesn't distract the driver.
4. Doesn't talk loudly.
5. Doesn't talk too much. Remembers the driver is busy with driving.
6. Gives the driver help in backing if it is hard for the driver to see everything.

The following items state why the passenger is still in a hostile environment and suggest a few ways in which the passenger may utilize the decision making process, communication, and predictability.

1. Why are you, as a passenger, in a hostile environment?

   a. Your driver could make a mistake.
   b. The vehicle could be involved in an accident while you're riding in it.
   c. You could be thrown out of the car and run over if an accident occured or when the car turns and a door flies open.
   d. Your fingers or something else can be injured by closing doors or windows.
   e. You can get hit by other cars as you enter and exit your car, or as you cross the street to get to your car and leave your car.

2. How do you, as a passenger, use the decision making process?

   a. Closing the car door

      (1) You look around to identify that no one has hands or fingers in the door.
      (2) You predict from the position of all others that no one is about to put their hand or fingers in the door.
      (3) You decide everything is clear to close the door.
      (4) You act upon your decision by closing the door.

   b. Putting on seat belt

      (1) You identify that seat belts are available.
      (2) You predict that you may use them, that they will help prevent injuries if there is an accident, and that the driver would want you to wear them.
      (3) You decide to wear them.
      (4) You act upon your decision and fasten your seat belt.

   c. Other decision-making processes could include:

      (1) approaching a car to get in.
      (2) riding with other passengers.
      (3) exiting the car.
      (4) carrying objects in the car.
      (5) playing the radio.

3. How do you, as a passenger, use predictability and communication?

   a. Predictability

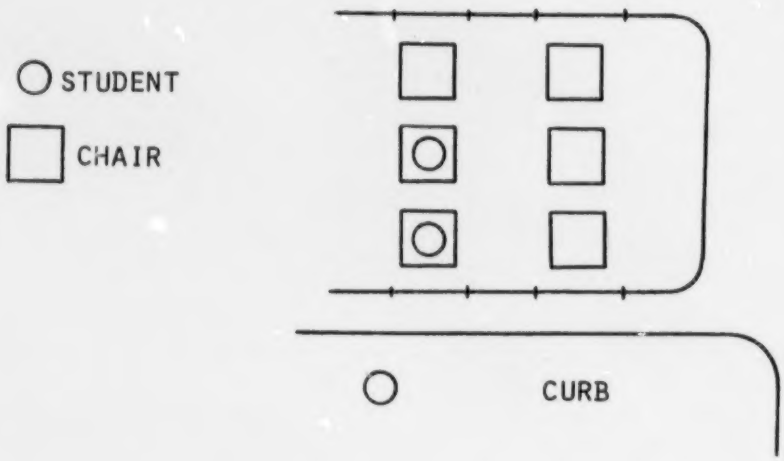
      (1) You wear seat belts and lock doors.
      (2) You open your door and get out on the curb side.
      (3) You do not attempt to enter or exit the vehicle until it is completely stopped.
      (4) You do not distract the driver.

   b. Communication

      (1) You look carefully and establish that nearby persons are not in danger before opening or closing doors.
      (2) You quietly advise the driver of any dangers he may not see.
      (3) You help the driver back the car if it is hard for him to see everything.

ASSESSMENT PROCEDURE (OPTIONAL)

Set up six chairs, three to a row, to simulate an automobile. Make a line for the curb with chalk or masking tape. (See diagram below.) Instruct students that this is the family car parked at the curb. Have six students demonstrate the procedures for safely entering, riding in, and exiting an automobile. Check to see that they remember the key points of being a good passenger. While each group of students is in the simulated car, have them describe the decision-making process (I.P.D.A.), communication, and predictability when entering, riding in, and exiting the car. To achieve the objective the student will demonstrate the proper procedures for entering, riding in, and exiting an automobile and describe how a passenger uses the decision-making process, communication, and predictability correctly. Score, record, and give help where needed.



A CAR PASSENGER:

DEMONSTRATION SITUATIONS

A. ENTERING

Who: 3 or more passengers and a driver.

Where: Curb side of street.

What: A driver is moving the car to the curb. The pedestrians are waiting to climb into the car. What should they do?

A RIDING IN

Who: 4 or more passengers and a driver.

Where: In a car moving along the street.

What: A driver moves the car down the street. Pedestrians ride in the moving car. What should they do?

C. EXITING

Who: 3 or 4 passengers and a driver.

Where: Curb side of street.

What: A driver is moving the car to the curb. The passengers are waiting to leave the car. What should they do?

The following suggests procedures and processes to be used in the demonstration situations.

Situation A: ENTERING

Identify that the car has come to a complete stop before touching the door handle, enter the car from the curb side, and using the *decision-making process* and *eye contact** safely close and lock the door.

Situation B: RIDING IN

Identify that the doors are locked and your seatbelt fastened. Place any objects on the floor. *Communicate* only necessary information to the driver, do not block the view, and don't distract the driver. *Decide* that your arms, head, and legs should be inside the car and keep them there. *Communicate* with other passengers in a low voice and *sit* quietly.

Situation C: EXITING

Identify that the car has come to a complete stop before unfastening your seatbelt, unlocking the door, and opening the door. Exit on the curb side after you have *communicated* to nearby persons that you plan to open the door. Continue to identify that those nearby persons are out of danger in *deciding* when you can safely close the car door without hurting someone. Use *eye contact* and all *other traffic safety techniques* as you cross the street or walk on the sidewalk.

**Eye Contact*: Look at the driver's eyes. Be sure he is looking at you and *sees* you.

DIRECTIONS FOR MAKING A PASSENGER CAR

Materials Needed:

Cardboard or tagboard
Masking tape
Tempera Paint
Chairs

Build a car. (Using a picture of a real car, make a classroom car large enough for a small group of your students to use.) Gather the materials in advance. The students, with teacher guidance, begin by taping the cardboard or tagboard together to form the front, sides, and back of the car. Continue by making separate forms for the hood and trunk of the car and tape them to the car in the proper position. Cut and fold back the door areas. Mark and cut out areas for windows. Paint the car, adding details such as headlights, door handles, and other parts. Use the students' school chairs for passenger and driver seats.